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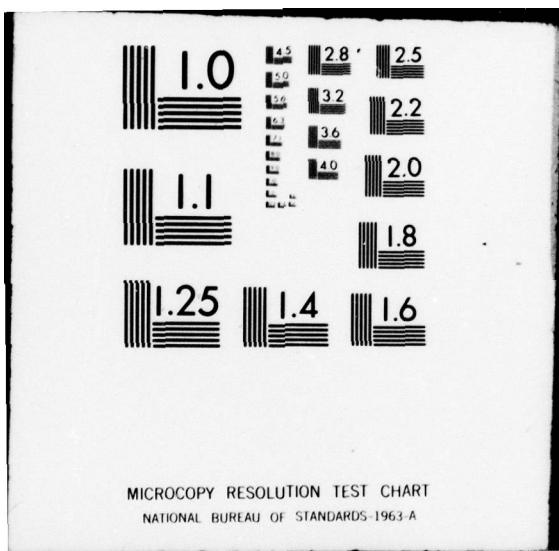
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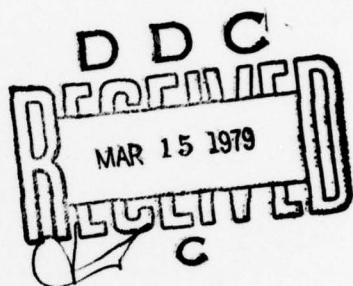


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A STUDY OF SUBORDINATE VIEWS AND
PERCEPTIONS REGARDING THE QUALITY OF
SUPERVISORY ACTIONS AND ATTRIBUTES

THESIS

AFIT/GSM/SM/78S-17

STEPHEN R. QUICK
Captain USAF

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AFIT/GSM/SM/78S-17

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A STUDY OF SUBORDINATE VIEWS AND
PERCEPTIONS REGARDING THE QUALITY OF
SUPERVISORY ACTIONS AND ATTRIBUTES

9 Master's thesis

THESIS

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Requirements for the Degree of

Master of Science

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by

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Preface

This thesis presents a study of subordinate perceptions concerning the factors which influence supervisory quality. The primary objective of this research effort is the development of a normative profile of a high quality supervisor, based on the attributes and actions which are highly acclaimed by subordinates.

This study has been an enlightening and satisfying personal development and learning experience. It is hoped that the efforts reported in this thesis may prove informative and useful to others.

I would like to extend a special thanks and my deepest appreciation to Dr. Raymond H. Klug, my thesis advisor. Dr. Klug expended much personal time and energy in directing and guiding this study. Additionally, Dr. Klug was always willing to give top priority to my questions and problems. Dr. Klug always provided assistance willingly and unselfishly. I would also like to extend my appreciation to Dr. T. Roger Manley, my second reader, for his able assistance.

I would like to commend and express warmest appreciation to my wife Susan Quick, and to my children for their patience and sacrifice of family time during this research effort. Their understanding and cooperation contributed measurably to the timely completion of this study.

A special thanks also to my typist, Mrs. Nancy Moorefield, for the hours spent to ensure that this thesis would be a quality product.

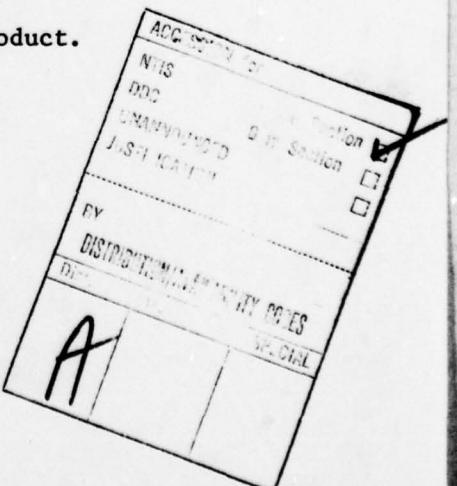


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Abstract

The perceptions of a subordinate concerning the quality of the actions and attributes of a supervisor, have a strong potential to influence the productivity of the subordinate. It is important, therefore, for a supervisor to be aware of, and to understand the subordinate perceptions regarding supervisory quality.

The primary objective of this thesis is the development of a normative profile of the high quality supervisor, which is comprised of the supervisory attributes and actions which are highly acclaimed by subordinates. The fulfillment of this objective is directed toward providing current and potential supervisors with a reference aimed at providing the awareness and understanding of subordinate perceptions.

The input data to this research effort were gathered from an extensive survey of the current literature, and from an accumulation of personal experiences of approximately 535 military and civilian employees of the Air Force.

The input data analyzed and compared in this research effort provided results which clearly indicate that the views of subordinates concerning supervisory quality do not vary significantly among different types of organizations; and that subordinates do make a very clear distinction between the attributes and actions associated with the high, and with the low quality supervisor.

These results support the validity and are projected into the normative profile of the high quality supervisor which is developed and presented in this research effort. This profile fulfills the primary objective of this research effort.

Some of the key elements of this profile are as follows. The high quality supervisor: is emotionally stable and mature, is intelligent, has a strong inner drive, has a well-developed working knowledge of human relations, is a strong supporter of the organization, employs a participative style of supervision, and is an innovative and effective manager.

The profile can be extracted for reference, discussion, and use. It is recommended that students and practitioners of supervision use the profile for new or reinforced insight in order to become better acquainted with the very important views of subordinates concerning desirable supervisory traits.

A STUDY OF SUBORDINATE VIEWS AND PERCEPTIONS REGARDING
THE QUALITY OF SUPERVISORY ACTIONS AND ATTRIBUTES

I. Introduction

During the last four decades, there has been an increasing awareness regarding the importance that the quality of supervision has on an organization. According to Robert W. Eckles, "any successful organization requires good to excellent supervision. The graveyards of business and industrial organizations are littered with firms that did not have good supervision" (Ref 1:8). Claude S. George states that "good supervision, in fact, is just about the single most important factor in the success of our American economy. The key to success for any firm is good supervision" (Ref 2:3-4).

This belief has been supported by a number of surveys. According to the quality of life survey conducted in the Air Force in 1975, nearly 50 percent of the respondents stated that their supervisor has a "favorable" or "very favorable" influence on the organization (Ref 3:128-129). Both surveys and authors agree that the attributes and actions of the supervisor are major factors which influence the quality of supervision.

The supervisor is an important keystone of any type of organization of people who are working together to achieve common objectives. This is true whether the organization is industrial, service, marketing, governmental, or academic. One reason for the supervisor being the keystone is that the supervisor is in a key position in the organization for securing maximum production with minimum waste. Among the primary goals of the modern supervisor should be to cause individuals to work

together as a team to create most efficiently and effectively the specified products or services of the organization (Ref 4:20).

Perhaps more today than ever before, there is an increased emphasis on the need for efficient production. Wages are continuing to increase at an unprecedented rate. For example, the coal miners recently signed a contract that provides for a 37 percent increase in wages over the next three years. Domestic inflation has caused the cost of domestic raw materials to rise. The prime lending rate continues to climb; this causes the cost of capital to be increasingly higher. Erosion of the dollar abroad has caused the cost of imported raw materials to rise. Recently, for example, the dollar hit an all time low against both the Japanese Yen and the German Mark. One can validly conclude that the cost of production is rising rapidly. In this atmosphere, there is room for neither waste nor inefficiency.

The quality of supervision provided to an organization can mean the difference between efficient and inefficient production. Poor supervision, according to Raymond Valentine, can bring about "poor output, low morale, missed deadlines, high turnover, and wasted talent" (Ref 5: 4). In other words, poor supervision can bring about poor efficiency.

It must be recognized that there does not always exist a direct and positive correlation between the quality of supervision and efficient production. It is not uncommon for the personal goals of the workers or the goals of informal groups to conflict with the organizational goal of efficient productivity. High quality supervision may not be enough to overcome these conflicting goals. Likewise, low quality supervision may not deter an individual or group of workers from maximizing production

efforts in the short run. The total environment affects the willingness of the worker to make the most efficient use of the available production inputs. Included in these inputs are the time and skills of the worker. However, it must also be recognized that the quality of supervision is an important part of the overall environment and thus has a strong potentiality for influencing the productivity of the worker.

The potential for the quality of supervision to influence productivity is a result of the role that the supervisor plays in the supervisor-subordinate relationship. In the eyes of the subordinate, the supervisor represents the organization. The supervisor is the main interface between the higher echelons of the organization and the worker. The supervisor transmits and explains the policies and procedures of the organization to the worker. The supervisor also represents the worker to the higher echelons of the organization. As Keith Davis states, "higher management knows its workers primarily through the supervisors" (Ref 6:126). Additionally, the workers know higher management through the supervisor.

Because of the role of the supervisor in the supervisor-subordinate relationship, the subordinate is partially dependent on the supervisor for both job satisfaction and performance effectiveness. It is through the supervisor that duties are assigned, decisions concerning the day-to-day operations of the workers are made, training is provided, performance is appraised, and rules are enforced. Because of this dependency, the supervisor has relative control over the on-the-job activities of the worker.

Additionally, the worker looks to the supervisor for the satisfaction of personal desires for approval and recognition, the need for

self-respect, and other ego-involved needs (Ref 7:328). According to Morris Viteles, "the quality of supervision is in itself a major factor in influencing attitudes and satisfying the needs of the workers" (Ref 7:387). The quality of supervision can have a profound effect on the manner in which an employee approaches the job.

There is an important aspect of the supervisor-subordinate relationship that should be kept in mind. The quality of supervision actually provided is relatively unimportant. What is important is the view and perception of the individual worker concerning the quality of supervision being provided. While discussing a particular case concerning ineffective supervision, David S. Brown referred to this aspect. Brown stated that "what is important is not so much the fact that the supervisor was ineffective as that his subordinates believed him to be" (Ref 8:289).

Furthermore, these views and perceptions concerning the quality of supervision are highly personalized. The views and perceptions can vary appreciably from one person to the next. It is uncommon for any two people to perceive any action or event in exactly the same manner.

In summary, each person has a different evaluation of the quality of supervision that is being provided by the supervisor. This evaluation is not totally based on the actions and attributes of the supervisor, but rather on the manner in which the individual worker perceives the actions and attributes.

The supervisor of today lives a fishbowl existence. Almost every action the supervisor takes is closely watched by subordinates, and is carefully compared with the role expectations held by the subordinate

concerning the actions of the supervisor. Any of the actions taken by the supervisor that differ significantly from the expectations held by the subordinate, will normally be disseminated throughout the department. It is through this scrutiny of the actions of the supervisor and exchange of views that the perception of the subordinate is developed relative to the quality of supervision being provided (Ref 8:294).

Recent surveys have indicated that the quality of supervision, as perceived by the subordinates, is not as high as it should be in some organizations. A quality of life survey performed on United States Air Force personnel in 1975 indicated that 31 percent of the nearly 11,000 respondents perceived that the quality of supervision provided in the Air Force is below average (Ref 3:128).

The purpose of this thesis is to examine some of the specific factors which directly influence the perception of the subordinates regarding the quality of supervision being provided by the supervisor. The attributes and actions of the supervisor are the specific factors being examined in this study. The desired end result of this research effort is the development and presentation of a descriptive profile based on the actions and attributes of the supervisor. Before further discussing the background of this research study, some key definitions are presented.

Definitions

The following frequently used terms are critical to the understanding of this study, are therefore defined here.

Supervisor: A supervisor is an employee who is directly responsible for the work of others; (the supervisor is) a manager

at any level of an organization who is accountable for the performance of one or more subordinates (Ref 9:6).

There are two key points that should be noted in this definition. The first key point is that the supervisor is responsible for accomplishing work through the efforts of others. The supervisor does not personally do the work assigned to the department. Rather, the supervisor ensures that the subordinates accomplish the work assigned to the department.

The second key point is that supervisors exist at all levels of an organization. A more traditional view of a supervisor defines the supervisor as a person who manages only operative employees. The operative employee is an employee who performs manual or technical tasks which directly result in an output. This employee is not a member of management. The traditional view interchanges the terms "supervisor" and "foreman". The definition of a supervisor for purposes of this study, does not restrict the application to the lowest level of management in an organization.

Supervision: Supervision is the art and skill of planning, organizing, directing, and controlling, through direct contact, the performance of others to accomplish stated objectives (Ref 10).

The emphasis of the supervisor is more on the directing and controlling functions than the other functions listed in the above definition. For additional clarity, supervision is management which is accomplished through direct, face-to-face contact.

High Quality vs Low Quality Supervision: These two terms were chosen for convenience in providing a uniform terminology throughout this thesis. These terms represent the opposite ends of the spectrum

of supervisory quality, and as usual, the existence of representation within the vast gray area in between is clearly recognized.

Supervisory quality, for the purposes of this effort, refers to a judgement made by a subordinate concerning the nature of supervision provided by the supervisor. This judgement is based on the perceptions, attitudes, and feelings of the subordinate toward the supervisor.

The quality judgement is not based on any specific accomplishment or set of accomplishments of the supervisor. Nor is it totally restricted to the manner in which the supervisor discharges the supervisory duties and responsibilities. The quality judgement encompasses all facets of supervision including the human relations ability as well as the personal characteristics of the supervisor.

A uniform terminology to represent the concepts of the quality of supervision was necessary after viewing the varying terminology used to represent these concepts in the source material for this thesis. As an example of the diverse terminology, one survey asked the respondents to describe the actions and attributes of their best boss and of their worst boss. Another survey asked the respondents to describe actions and attributes of an effective supervisor and an ineffective supervisor. While the terminology differed in these two surveys, the intent of the surveys was to have the respondents provide a personal view concerning high and low quality supervision as observed in real experiences.

Background

This thesis is the seventh in a series of studies concerning the subject of supervision, sponsored by Dr. Raymond H. Klug, Professor of

Management for the Department of Systems Management, School of Engineering, Air Force Institute of Technology. Dr. Klug is sponsoring this on-going series to investigate various facets of supervision. This study develops a composite profile of desirable and undesirable actions and attributes of supervisors from an experiential summary.

The first three theses in this series concentrated on the problems related to the transition from operative employee to first-time supervisor in the United States Air Force. The first of these three theses, performed during the later part of 1973 by James W. Coffman and Roger G. Longenbach, was "A Study in Air Force Supervision - An Analysis of Problems Encountered in the Transition from Operative Employee to Supervisor" (Ref 11). During the same period, Stanley K. Burghardt and Jessie J. Lundy conducted a study entitled "A Review and Analysis of Training Programs Used by Industry and the United States Air Force for the First-Time Supervisor" (Ref 12). The third study, performed by Robert J. Sallee during 1975, was entitled "Development of Possible Guidelines to Assist USAF Operative Employees Transitioning to First-Time Supervisory Positions" (Ref 9).

An area of common agreement among these three theses was that the supervisor in the Air Force does not receive adequate preparatory supervisory training when first making the transition from operative employee to the supervisory position. The conclusions of these efforts indicated that supervisory training in the Air Force was either nonexistent or was deficient in numerous critical areas.

The fourth study in this series was conducted as a result of recent disclosures of questionable behavior on the part of the leaders of many American institutions, including the Presidency. The thrust of this

effort was a study of managerial ethics with the primary objective being the development of a universal code of ethics. The code of ethics developed in this thesis was aimed at managers at all levels within an organization, including the supervisor. This thesis is entitled "An Analysis of Existing Ethical Guidelines and the Development of a Proposed Code of Ethics for Managers," and was written by Randolph K. Adams in 1976 (Ref 13).

The fifth thesis in this series was written by George Daugavietis and Ronald S. Harris in 1976 and was entitled "A Study of Characteristics in the Supervision of Scientific and Engineering Personnel" (Ref 14). In this thesis, the researchers contrasted the supervision of scientists and engineers with the supervision of nontechnical personnel.

The sixth thesis in this series on supervision, sponsored by Dr. Klug, is being written by Robert E. Bolinger separately, but concurrently, with this thesis. The research effort by Bolinger is directed at finding methods for improving the quality of supervision provided in the Air Force. Among the alternatives being considered in this research effort are the possibility of eliminating some of the supervisory duties or perhaps totally eliminating the first-line supervisory position in some instances.

The quality of supervision in any type of an organization, including the Air Force, has been and will continue to be a topic of interest. Each of the previous theses in this series have, in some manner, addressed the quality of supervision being provided in the United States Air Force. For example, in the first three theses of this series, findings and conclusions indicated that the quality of supervisory

performance in the Air Force is lower than it should be. Each of the theses indicated that this lower quality of supervision was due to a lack of adequate training for the first-time supervisor.

This thesis, the seventh in the series, also addresses quality of supervision by examining some of the factors that directly influence the quality of supervision provided in an organization. The influencing factors that are to be examined in this research effort are the actions and attributes of the supervisor, as viewed by the subordinate.

The further research of the reason why any of these factors are present, such as a lack of adequate training, is not a part of this research effort. What is important is that these attributes and actions exist and are perceived by the subordinates as having an influence on the quality of supervision being provided by the supervisor.

Statement of the Problem

A thorough and current study of the views of subordinates concerning the attributes and actions that differentiate between a high quality and a low quality supervisor has not yet been accomplished. The problem addressed in this thesis is derived from the need for and lack of this type of information. The problem addressed in this thesis is as follows.

There is a present need in the United States Air Force for the development of a supervisory profile that is based on the attributes and actions that differentiate between the high quality and the low quality supervisor. Furthermore, the need exists for this profile to be developed from the viewpoint of the subordinate, the one who after all is most directly and immediately affected by the quality of supervision.

Such a profile is needed to expose current and future Air Force

supervisors to the views of subordinates on good and bad supervisory qualities. This exposure is important so that supervisors can better understand and perhaps emulate the good qualities and avoid the bad qualities.

Objectives

The primary objective of this research effort is as follows.

1. To develop a normative profile of the high quality supervisor.

In support of the primary objective of this thesis are the following secondary objectives.

2. To develop a description of a high quality supervisor and a low quality supervisor based on data gathered from a search of the current literature.
3. To develop a description of a high quality supervisor and a low quality supervisor based on data gathered from inputs provided by Air Force employees.
4. To contrast and compare the various descriptions to identify any significant differences in perception and opinion concerning the quality of supervision.
5. To personally explore and to learn more about the supervisory attributes and actions which influence subordinate perceptions concerning supervisory quality and thus become a better supervisor. Additionally, to gain further research experience in future staff study assignments.

Scope and Limitations

This research effort involves an investigation into the actions and attributes that differentiate between high quality and low quality supervision. In the introduction to this thesis, it was pointed out that while the actual quality of supervision being provided to an organization is important, the perception of the individual worker concerning the quality of supervision being provided to an organization is

equally important and may be different. Because of this latter recognition, the actions and attributes of the supervisor are defined and analyzed in this thesis solely from the perspective of the subordinate.

The original data for this research effort were obtained from employees of the United States Air Force. Therefore, the perspective used in this research effort is mainly that of an Air Force subordinate. Additionally, the actions and attributes being studied in this effort pertain directly to an Air Force supervisor. Perhaps the terms "Air Force subordinate" and "Air Force supervisor" should be further clarified. These terms refer to all employees of the U. S. Air Force, both military and civilian.

The distinction as to whether the supervisor or the subordinate is military or civilian is relatively unimportant. A previous study by Daugavietis and Harris included the views of both military and civilian Air Force subordinates concerning the attributes and actions of both military and civilian Air Force supervisors. This study concluded that a substantive difference did not exist in the appraisals of either the military or civilian subordinates relating to either the military or the civilian supervisor.

This thesis effort was limited to two quarters which placed a time and travel limitation on the literature search. Because of these limitations, the literature search concentrated on sources which were readily available in the Dayton, Ohio area. Included in the literature sources were previous AFIT theses which are locally filed. Other resources were collected and used as explained further in Chapter II which addresses methodology and data gathering.

Assumptions

The following assumptions underlie this research effort.

1. It was assumed that the respondents provided original expressions regarding the actions and attributes which differentiated between high quality and low quality supervision. It was assumed that the respondents provided true and honest opinions as opposed to reprojecting frequently used cliches.
2. It was assumed that a strong correlation exists between what a subordinate perceives as being a high quality or low quality supervisor, and what the organizational hierarchy actually measures as being a high quality or low quality supervisor.
3. The sample of Air Force Institute of Technology students in the Systems Management MS program and other civilian and military personnel stationed at Wright-Patterson AFB, Ohio provided a representative cross-section of Air Force opinion.

Organization of the Study

The presentation of this research effort is arranged into nine chapters. The first chapter of this presentation is an introductory chapter. This chapter provides the relevant background information on the problem that is addressed in this thesis, as well as a statement of this problem. Within this chapter are the objectives, or goals, of this research effort. The primary objective, which is listed in this chapter, is to provide a solution to the stated problem. Pertinent definitions together with the scope, limitations, and assumptions of this thesis are also included in this chapter. Chapter I is concluded with a presentation of the organization of the reporting of this study.

In Chapter II, the research methodology used in this research effort is presented. This presentation begins with a detailed description of the sources from which the data used in this effort were collected. This description includes the various libraries where the

literature searches were accomplished, and describes the sources and collection of the raw data used for this thesis. Chapter II then explains the manner in which the data were treated. This explanation includes classification of the data into categories along with the analysis applied to the data. Chapter II concludes with an explanation of the method of presentation of the findings and conclusions of this thesis.

Chapter III through Chapter VI present supervisory descriptions based on the input data. Chapter III and Chapter IV present supervisory descriptions based on the data gathered from the literature search. Chapter III presents a description of the high quality supervisor, Chapter IV presents a description of the low quality supervisor. Chapter V and Chapter VI present supervisory descriptions based on the data gathered from Air Force employees. Chapter V presents a description of the high quality supervisor, Chapter VI presents a description of the low quality supervisor.

Chapter VII presents the results of the comparative analyses which are accomplished on the input data. Comparative analyses are accomplished between the respective supervisory descriptions derived from the two primary sources of input data, and between the composite descriptions of the high and low quality supervisor.

Chapter VIII presents a normative profile of the high quality supervisor which is based on the findings of this research effort. Chapter IX reports the summary, conclusions, and recommendations.

This concludes the discussion of the introductory material to this research effort. The next chapter, Research Methodology, discusses the method by which the objectives of this thesis are fulfilled.

II. RESEARCH METHODOLOGY

This research was initiated and conducted under the direction of Dr. Raymond H. Klug, Professor of Management, Department of Systems Management, Air Force Institute of Technology. The research methodology was designed to fulfill the research objectives as stated in Chapter I. The research was performed in three stages: data collection, data treatment, and presentation of the findings. In this chapter, each stage of the research methodology is discussed in turn.

Data Collection

The data were gathered from three principal sources. These sources included a search of the currently available literature, primary data gathered from approximately 325 present and former students of the Air Force Institute of Technology, ranging in rank from Second Lieutenant to Colonel, and raw data gathered via approximately 210 interviews conducted by George Daugavietis and Ronald S. Harris for their thesis entitled "A Study of Characteristics in the Supervision of Scientific and Engineering Personnel" (Ref 13).

Literature Search: Five libraries in the Dayton, Ohio area were used for the literature search phase of this research effort. These libraries were the AFIT School of Engineering Library, the AFIT School of Systems and Logistics Library, the Wright State University Library, the Montgomery County Public Library, and the personal library of Dr. Raymond H. Klug.

The major portion of the literature search was conducted in the Air Force Institute of Technology School of Engineering Library. This library proved to be an excellent source of relevant literature and

yielded much pertinent information. Additionally, a review of the Business Periodicals Index, which is contained in this library, from 1960 to present yielded numerous relevant articles from periodicals.

The Business Periodicals Index proved to be the most useful of the indices available in the AFIT School of Engineering Library. Additional indices which were reviewed and found to be of limited utility to this research effort were: The Government Reports Annual Index, the Social Sciences Index, the Wall Street Journal Index, the New York Times Index, the Air University Library Index to Military Periodicals, and the Reader's Guide to Periodical Literature. However, the AFIT Student Thesis Index provided excellent source material used in this research effort. The source data which were located and used as a result of the review of these indices are documented in the bibliography to this study.

A search of the Air University Abstracts of Research Reports revealed several relevant theses and research studies prepared by students of the Air Command and Staff College, Air War College, and other Air University institutions. These studies were obtained through the AFIT School of Engineering Library on an inter-library loan from the Headquarters Air University Library at Maxwell Air Force Base, Alabama. The studies which were located and used as a result of this search are documented in the bibliography to this study.

A bibliographic search was accomplished through the Defense Documentation Center, Cameron Station, Alexandria, Virginia. This search provided relevant studies which were used and are documented in this thesis. A bibliographic search was also accomplished through the

Defense Logistics Studies Information Exchange, United States Army Logistics Management Center, Fort Lee, Virginia. This search did not reveal any studies which were relevant to this thesis.

The personal library of Dr. Raymond H. Klug also proved to be an invaluable source of information for this research effort. This library contains an extensive and comprehensive collection of publications pertaining to the field of management and supervision. This library also contains copies of past theses, term papers, and research papers completed by students and faculty members assigned to the Department of Systems Management, School of Engineering, Air Force Institute of Technology. Additionally, Dr. Klug maintains collected copies of numerous articles from current and past periodicals in this library.

The AFIT School of Systems and Logistics Library, the Wright State University Library, and the Montgomery County Public Library provided additional sources of pertinent information. The sources obtained from these libraries are identified in the bibliography to this thesis.

Student Inputs: AFIT students in the graduate level Behavioral Science Course (SM 6.46) taught by Dr. Raymond H. Klug, Professor, Department of Systems Management, have provided another source of data for this research effort. The data provided by the students consisted of individual first-hand experiential views and judgements regarding the attributes and actions of high quality and low quality supervisors. These expressions were submitted via a paper entitled "My Best Boss - My Worst Boss." In this paper, the students were asked to list the characteristics and actions of their best boss and worst boss. The individual student inputs for each class were summarized in a workshop as a special

Project. The approximately 325 student inputs form one primary source of data base for this research effort. These student inputs are maintained in the personal library of Dr. Klug.

Interviews: As a part of the research effort for the thesis entitled "A Study of Characteristics in the Supervision of Scientific and Engineering Personnel" (Ref 13), George Daugavietis and Ronald S. Harris conducted personal interviews with 211 people employed at Wright-Patterson Air Force Base, Ohio. The people interviewed were from scientific and engineering fields as well as non-technical fields. Additionally, the people interviewed were civilian as well as military employees of the Air Force. These interviews provided a second source of primary data for analysis in this research effort.

Two questions were asked in the interview which directly pertain to this research effort. These questions were as follows.

"Question 1: In your experience as a (n) (job title), what have been examples of good supervision?

Question 2: In your experience as a (n) (job title), what have been examples of inadequate supervision?"(Ref 13:20).

The purpose of these questions, according to Daugavietis and Harris, was to "enable the interviewee to relate and draw from past experiences any examples of both good and inadequate supervision" (Ref 13:21). The supervisors described in answer to these questions by the interviewees were both civilian and military supervisors.

Daugavietis and Harris made a transcript of each of the interviews. These transcripts are preserved in the personal library of Dr. Raymond H. Klug and were reused in this study.

Data Treatment

The data collected for this research effort came from two main sources. The first source of data was the literature search. The data collected from this search were either the representation of the opinion of a specific author, or a condensation of a survey or a group of surveys which measured the attitudes and opinions of subordinates. For the most part, these data were slanted toward civilian organizations.

The second source of data consisted of inputs from Air Force employees. These data resulted from the AFIT student inputs, and from the interviews with Air Force employees at Wright-Patterson AFB, Ohio which were conducted by Daugavietis and Harris. The data from this source represent the views of an Air Force employee toward an Air Force supervisor.

In this thesis, the data from each source were initially treated separately. After the data from each source were treated individually, the data were combined and treated collectively. An explanation of the data treatment follows.

Literature Search Data: The first step in the treatment of the data from the literature search consisted of classifying the data into two categories. One category contained the data that were attributed to the high quality supervisor. The other category contained the data that were attributed to the low quality supervisor.

The second step in the treatment of the data from the literature search consisted of a further classification of the data. The data in each of the two categories were classified into the following subcategories.

1. Supervisory attributes and actions pertaining to the supervisor-subordinate relationship. The data which were placed

into this subcategory characterize the manner in which the supervisor relates to and interacts with subordinates.

2. Supervisory attributes and actions pertaining to the supervisor-superior relationship. The data which were placed into this subcategory characterize the manner in which the supervisor relates to and interacts with the superiors in the organizational hierarchy.
3. Personal qualities of the supervisor. The data in this subcategory represent the personal qualities that are identified with the high quality or the low quality supervisor. These qualities generally impact both the supervisor-subordinate relationship and the supervisor-superior relationship as well as the manner in which the supervisor performs a job.
4. Job performance of the supervisor. The data in this subcategory represent the manner in which the supervisor performs the assigned tasks along with the amount and depth of job knowledge that the supervisor possesses.

The outcome of the classification of the data into the subcategories listed above was the development of a description of the high quality supervisor and a description of the low quality supervisor based on the data obtained from the literature search and in terms of both actions and attributes associated.

Air Force Input Data: The first step in the treatment of the data from the Air Force inputs consisted of classifying the data into two categories. One category contained the data that were attributed to the high quality supervisor. The other category contained the data that were attributed to the low quality supervisor.

The second step in the treatment of the data from the literature search consisted of a further classification of the data. The data in each of the two categories were classified into the following subcategories.

1. Supervisory attributes and actions pertaining to the supervisor-subordinate relationship.
2. Supervisory attributes and actions pertaining to the

supervisor-superior relationship.

3. Personal qualities of the supervisor.
4. Job performance of the supervisor.

These subcategories agree with the classification system as explained more fully in the preceding section regarding the literature search.

The outcome of the classification of the data into the subcategories listed above was the development of a description of the high quality supervisor and a description of the low quality supervisor. These descriptions are based on the data obtained from the AFIT student inputs, and from the interviews conducted by Daugavietis and Harris.

Comparative Analyses: In the next step of the data treatment, comparative analyses were accomplished between the descriptions based on each source of data. In the first comparative analysis, the two high quality supervisory descriptions were contrasted and compared. In the second comparative analysis, the two low quality supervisory descriptions were contrasted and compared. The purpose of these comparative analyses was to determine if significant differences exist between the subordinate views and perceptions presented by the literature, and by the Air Force employees.

A final comparative analysis was accomplished between composite descriptions of the low quality and high quality supervisors. The composite descriptions were derived by combining the concepts presented by the data gathered from each source. The purpose of this comparative analysis was to ascertain the similarities and differences between the concepts presented by each composite description.

Composite Descriptions: The composite description of the low

quality supervisor was developed primarily for the final comparative analysis, and thus, is not presented as a separate description in this thesis. The composite description of the high quality supervisor is developed into the normative profile of the high quality supervisor.

To transform the composite description into the normative profile, the central concepts contained in each source of data were extracted and consolidated. These central concepts were then classified into the following categories.

1. Personal Attributes. This category contains the elements of the normative profile which pertain to the personal attributes of the high quality supervisor.
2. Personal Awareness. The elements in this category describe the knowledge and mental abilities possessed by this person.
3. Human Relations. This category contains the elements of the normative profile that describe the manner in which this supervisor interacts with and relates to others.
4. Organizational Performance. The elements contained in this category describe the manner in which this supervisor discharges the duty of the supervisor to the organization.
5. Supervisory Style. The elements of the profile contained in this category pertain to the supervisory style used by this supervisor.
6. Departmental Operation. This category contains the elements that describe the manner in which this supervisor discharges the supervisory duties associated with the operation of the department.

These categories differ from the subcategories used in the treatment of the data from the individual sources. The primary purpose of the subcategories used in the treatment of the data from individual sources, was to facilitate the analysis of the large amount of input data. These subcategories provided a convenient classification scheme for the analysis. Once the central concepts were extracted and used to formulate the normative profile, a new classification scheme was

developed to provide for the reader, a more convenient organization of the elements of the profile.

Presentation of the Findings

The findings of this research effort are presented in the text of the next six chapters as explained in this chapter and identified in the table of contents. The primary thrust of this research effort is the development of a normative profile of the high quality supervisor. This profile, which is presented in Chapter VIII, is formatted as a handout which can be extracted from this thesis and used as a future reference by both students and practitioners of supervision.

This concludes the discussion of the methodology used in this research effort. The next four chapters present the supervisory descriptions based on the input data. This presentation begins in Chapter III with the description of the high quality supervisor, based on the data gathered from the literature search.

III. RESEARCH FINDINGS:

HIGH QUALITY SUPERVISOR - LITERATURE SEARCH

This chapter presents findings developed from the data which were gathered from the literature search, and which pertain to the high quality supervisor. The various sources of data used in the literature search are discussed in Chapter II, Research Methodology.

The majority of the literature reviewed during the literature search was slanted toward civilian organizations. The data gathered from this review were either based on the experiences and opinions of a specific author, or were based on the results of various surveys which were conducted in civilian organizations. Therefore, the profile developed in this chapter presents the view of the civilian subordinate concerning the attributes and actions of the high quality civilian supervisor in the private sector.

As was discussed in Chapter II, the data gathered from the literature search were first classified into two categories. The first category contained the data which were attributed to the high quality supervisor; the second category contained the data which were attributed to the low quality supervisor. It should be recognized that these two categories are chosen for the convenience of presentation and represent relative, rather than absolute terms. These categories are used simply for the sake of sharing opposing opinion throughout this thesis.

The data which were classified into the category representing the high quality supervisor formed the basis of the description presented in this chapter. These data were further classified into the following categories.

1. Supervisory attributes and actions pertaining to the supervisor-subordinate relationship.
2. Supervisory attributes and actions pertaining to the supervisor-superior relationship.
3. Personal qualities of the supervisor.
4. Job performance of the supervisor.

The literature search provided an abundance of raw data. For the convenience of the reader, these raw data are condensed and listed in Appendix A. This is done to reduce the volume of this chapter, and to improve the readability of this chapter. In condensing the data, the central ideas which were conveyed by the raw data were preserved, while the number of data elements were reduced. Additionally, after the raw data were reduced, the data in each subcategory were further classified into common groupings. The purpose for this was to facilitate the analysis which is presented in this chapter.

An abundance of data were provided by this literature search. Thus, the description presented in this chapter tends to normalize the supervisor who is at the upper end on the spectrum of quality. It must be realized that this person does not exist. It must also be realized that this profile is generalized. Specific data elements may not apply to every high quality supervisor or under all circumstances. The following presents the description of the high quality supervisor based on the findings derived from the literature search.

Supervisor - Subordinate Relationship

The following narrative describes the attributes and actions that characterize the manner in which the high quality supervisor interacts

with and relates to subordinates from the perception of the subordinate.

The data upon which this narrative is based are listed in Appendix A.

The data presented in the Appendix are categorized into the following groupings.

1. Supervisory Style
2. Role in Setting Goals for Subordinates
3. Freedom for Subordinates on the Job
4. Influence on the Productivity of Subordinates
5. Style Used in Reward and Punishment
6. Role in the Development of Subordinates
7. Personal Interest in Subordinates
8. Treatment of Subordinates
9. Personal Relationship Developed with Subordinates
10. Flow of Communications with Subordinates
11. Interaction with the Union

The discussion presented in the following narrative begins with a description of the supervisory style employed by the high quality supervisor.

According to the data collected from this research effort, the high quality supervisor employs the participative style of management. This supervisor realizes that subordinates have a desire to participate in the planning and decision making which affect their work. This supervisor also realizes that subordinates believe that they have valuable ideas and opinions. Therefore, the high quality supervisor incorporates the practice of soliciting and utilizing employee inputs into a supervisory style.

The high quality supervisor provides the subordinate with flexibility and freedom to do the job. Perhaps it is because this supervisor has confidence in the ability and judgement of subordinates, that each subordinate is allowed to accomplish the assigned tasks in the manner that is believed to be best (Ref 17:207). Of course, the freedom is provided as long as the subordinate stays within the established guidelines. As well as providing the necessary freedom to do the job, the high quality supervisor provides each subordinate with the necessary authority to do the job.

While providing subordinates with freedom to do the job, this supervisor maintains some control over the direction of the efforts of subordinates. This supervisor does this by providing overall goals, policies, procedures, and priorities for the subordinates, and by insuring that these are worthwhile, challenging, and attainable (Ref 2: 109).

The high quality supervisor is interested in achieving maximum productivity from each subordinate. This supervisor works toward achieving this goal by removing the barriers to the productivity of subordinates. First, this supervisor insures that a safe working environment exists for subordinates. This is one of the primary responsibilities of the supervisor to the subordinate. Next, the supervisor insures that the proper subordinate is placed in the proper job, and that each worker is trained in the most efficient method of doing the job. Finally, this supervisor strives to insure that the particular attitudes of subordinates, which often act as barriers to productivity, are removed. This supervisor provides each subordinate with a combination of routine and

challenging jobs and thus, helps to alleviate boredom. This supervisor instills within each subordinate a sense of importance for the job by showing each subordinate the manner in which each individual effort contributes to the overall success of the organization. This supervisor also promotes employee pride in the product of the organization. Through the removal of these barriers, the high quality supervisor facilitates maximum productivity of subordinates.

As the data gathered from the literature search indicates, the style used in rewarding and punishing by the high quality supervisor has won the approval of subordinates. This supervisor does not hesitate to publically praise and give credit to a subordinate for good performance. When a subordinate sustains good performance, this supervisor does not hesitate to reward the subordinate through performance reports, pay raises, or promotions. Conversely, this supervisor does not hesitate to criticize poor performance. The criticism is always administered in private to preserve the dignity of the subordinate. For sustained poor performance, this supervisor does not hesitate to fire the subordinate.

Perhaps the reason for the success of this supervisor in this area is that this supervisor sets good performance standards. These standards are reasonable and fair to each subordinate, yet cause each subordinate to stretch personal abilities to reach the standards. Once the standards are set, this supervisor does not change the standards unless a just cause exists. Additionally, all subordinates are judged against the same set of standards, and are informed of their personal status in relationship to each of the standards. Through this feedback, each subordinate is aware of personal deficiencies and strengths. Each

subordinate is also able to determine what has to be done to improve ratings and achieve a better performance.

The high quality supervisor assumes an active role in the training and development of subordinates. The first priority of this supervisor in this area, is to insure that each subordinate is able to produce quality work. Thus, this supervisor insures the proficiency of each subordinate by providing thorough training. The high quality supervisor does not end personal participation in the development of employees with training the employee to do the job, but rather continues the development of the employee. This supervisor continues by training employees for advancement, and for the acceptance of greater responsibilities. It is because this supervisor is sufficiently interested in each subordinate, that the advancement of subordinates is supported, whether the advancement takes place within or outside of the organization.

The personal interest taken in each subordinate by the high quality supervisor is the result of a genuine concern for the well-being of each subordinate. To enhance this interest in subordinates, this supervisor makes a point to talk to each subordinate on a personal basis. During these conversations, subordinates are encouraged to discuss personal matters rather than job-related matters. Through these conversations, and through the personal relationship that evolves from these conversations, this supervisor develops a better understanding of the personal problems of subordinates. This supervisor also develops the ability to view the problem from the perspective of the subordinate. This supervisor makes the subordinate aware of the personal willingness to help solve the problem in any feasible manner. However, this supervisor

stresses that personal involvement will result only if specifically asked to help, or if the problem interferes with the work of the subordinate. Additionally, through this personal interest, this supervisor has the ability to determine if subordinates are experiencing problems by studying the actions and mannerisms of the subordinates. If signs of problems are observed, this supervisor takes the appropriate action to determine, and correct the cause of the problem.

The high quality supervisor treats subordinates with respect and dignity. This supervisor exhibits respect for each subordinate as a professional through a heavy reliance on the professional ability, judgement, and opinion of each subordinate. This supervisor demonstrates respect for personal feelings by always considering the feelings and probable reactions of subordinates when making a decision through the weighing of these factors along with the other inputs to the decision process. This supervisor also shows respect for the individuality of each subordinate. This supervisor realizes that each subordinate is unique, and thus must be approached and motivated in a different manner. The supervisory style used by this supervisor is adjusted to compensate for the individuality of the subordinates. In addition, this supervisor is fair and consistent in the treatment of subordinates. This supervisor emphasizes that subordinates work with, and not for the supervisor. The high quality supervisor also makes a genuine effort to develop a personal relationship with each employee. Through this relationship, the high quality supervisor knows each worker as an individual, both on and off the job (Ref 16:41). This relationship helps to develop a mutual respect and confidence between this supervisor and the subordinate. Also, the high quality supervisor becomes someone who the worker can

approach to share confidences. However, the high quality supervisor has the wisdom to maintain the proper emotional distance from each subordinate as necessary to maintain objectivity (Ref 18:8).

According to the data gathered from the literature search, the high quality supervisor maintains open communications with subordinates. This supervisor is open and honest, and keeps subordinates fully informed. Additionally, this supervisor provides information as far in advance as possible of decisions or changes that may affect the subordinates. This supervisor not only provides information downward, but willingly invites and considers ideas and suggestions upward from subordinates. The high quality supervisor is a good listener. This listening ability is one of the distinguishing communicative skills that attend the high quality supervisor. Additionally, the high quality supervisor provides feedback to, and solicits feedback from subordinates in order to ensure that each person fully understands what the other person was trying to communicate.

Approximately 25 percent of the supervisors are faced with having to supervise unionized subordinates. In this circumstance, the high quality supervisor fully accepts the labor union because this supervisor realizes its importance (Ref 1:206). Because of this realization, the high quality supervisor makes a conscious effort to abide by the confines of the current contract. This supervisor adheres to and administers the contract not because of the penal aspects associated with the failure to administer the contract, but out of a genuine understanding of the role of the union contract, and the role of the union within the organization.

SUPERVISOR - SUPERIOR RELATIONSHIP

A supervisor enters into many relationships while on the job. One of these relationships, the supervisor-subordinate relationship, was described in the preceding section. Another of these relationships the supervisor-superior relationship, is described in this section. The data gathered from the literature search which supports this description are listed in Appendix A. The data contained in the appended list are categorized into the following groupings.

1. Interface Between Subordinates and Superiors.
2. Organizational Performance.
3. Personal Relationship with Superiors.

The following describes the attributes and actions that characterize the manner in which the high quality supervisor interacts with and relates to superiors in the organizational hierarchy, from the viewpoint of the subordinate. The following discussion begins with a description of the manner in which the supervisor acts as an interface between subordinates and those in the higher levels of the organizational hierarchy.

The high quality supervisor is the primary interface between subordinates and superiors. As the primary interface, this supervisor provides the primary channel for both downward and upward communications between superiors and subordinates. As far as downward communications are concerned, this supervisor insures that policies and procedures intended for subordinates are routed according to the chain of command. Thus, the policies and procedures are passed through, and not around, this supervisor. This supervisor also insures that all criticism intended for subordinates is intercepted and absorbed personally, rather than being passed on to subordinates. For example, "if an error is made,

this supervisor takes the responsibility for this error and does not try to find a scapegoat. If there are accusations or other complaints lodged by upper management, this supervisor will absorb these personally, rather than allow them to come to the employees" (Ref 1:205). Perhaps it is because this supervisor assumes the overall responsibility for the department that this supervisor readily accepts the blame for errors rather than passing the blame on to the subordinates.

As far as upward communications are concerned, the high quality supervisor acts as the representative of subordinates to superiors. As the representative of subordinates, this supervisor passes the ideas and suggestions of subordinates to superiors, without altering the content or context of the ideas and suggestions. Also, as the representative of subordinates, this supervisor defends the interests of subordinates to upper management. This supervisor accurately presents the views of subordinates concerning existing or proposed policies and procedures. Thus, this supervisor insures that superiors are aware of the feelings of subordinates on all issues that effect the subordinate.

The high quality supervisor fully supports the organization. This support is demonstrated through this supervisor placing mission accomplishment and organizational goals first. This supervisor fully supports the position of upper management, and supports the policies and procedures developed by upper management. This support is also demonstrated through the assurance by this supervisor that the contribution of the department enhances the overall mission accomplishment of the organization. This support is due in part to this supervisor viewing personal welfare as being tied to the overall welfare of the organization.

However, this supervisor is not a puppet of upper management. This supervisor "questions policies, procedures, and practices to determine if they are still effective and appropriate in the current environment. Thus, the effective supervisor ensures that policies, procedures, and practices are relevant today" (Ref 20:20). Once the supervisor has the final word of upper management, the policy, procedure, or practice is conveyed to the subordinate as though it were personal.

A good personal relationship exists between the high quality supervisor and the superiors in the organization. Through this personal relationship, a mutual confidence has developed between the supervisor and the superiors. This supervisor is confident of the support of upper management for personal actions, and for the actions of the department. This supervisor is also confident that upper management respects personal opinions and is influenced by personal inputs. Likewise, upper management is confident of the support of this supervisor. It is because this supervisor accepts the position as a subordinate in relation to superiors, and thus accepts the authority of upper management, that upper management has confidence in the support of this supervisor.

Personal Qualities

One of the factors which probably has the greatest effect on the relationships that are entered into between the supervisor and others in the organization, is the personal qualities of the supervisor. This section discusses these qualities of the high quality supervisor from the perceptions of subordinates. The data upon which this discussion is based are listed in Appendix A and are categorized into the following groupings.

1. Managerial Ability
2. Decision Making Ability
3. Problem Handling Ability
4. Communicative Ability
5. Human Relations Ability
6. Mental Ability
7. Maturity
8. Inner Drive
9. Integrity

The following narrative description begins with a discussion of the managerial ability of the high quality supervisor.

The high quality supervisor is viewed as being a highly competent manager. This type of supervisor is able to accomplish the managerial functions of planning, directing, controlling, and organizing in an effective manner. Furthermore, this type of supervisor is a dynamic manager who does not tolerate standstill situations (Ref 21:25). This person adapts well to any type of situation and has the ability to bring order out of chaos (Ref 22:9). This type of supervisor is also willing to take risks and try new approaches in an effort to improve performance and reduce costs.

The highly rated supervisor also has the ability and the courage to face and make difficult decisions. This type of supervisor first gathers the necessary information that is relevant to the decision. Then, through sound logic and applied judgement, analyzes the information and makes the decision. Once the decision is made, this supervisor has confidence in the decision, and thus sticks with the decision. Furthermore, when a

decision is needed, this supervisor rarely procrastinates.

As well as being a good decision maker, the high quality supervisor is a good problem solver. This type of supervisor has the necessary perception to detect when something is wrong. Upon becoming convinced that a problem exists, this supervisor does not hesitate to address the problem. This supervisor then works toward a solution "with good judgement, understanding, and openness. This supervisor focuses on solving the problem rather than placing the blame" (Ref 2:109). This supervisor also concentrates on determining the true cause of the problem rather than treating the symptoms of the problem. As was stated earlier in the description of the high quality supervisor, if the cause of the problem is determined to be in the department, this supervisor accepts full responsibility.

The high quality supervisor is skilled in communicating with people at all levels within the organization. This type of person is highly effective in all forms of communications including speaking, writing, and listening. According to the data reviewed for this thesis, the ability to listen appears to be the most important communicative skill that a supervisor can possess. According to one source, the high quality supervisor "listens to people. This supervisor listens attentively to everyone and values what they have to say" (Ref 23:4). When writing or speaking, the high quality supervisor has the ability to convey the message clearly and concisely in a tactful and courteous manner.

The high quality supervisor has a well developed human relations ability. The cornerstone of this ability is the genuine concern that

this supervisor has for others. This supervisor is concerned that others are treated fairly, and thus applies the Golden Rule in dealing with others. This supervisor is honest with others, and is also unbiased, unprejudiced, and impartial toward others. This supervisor respects the views and beliefs that other people hold, rarely denying anyone of the right to hold their views. This supervisor has empathy for others, and therefore, is able to view situations from the perspective of the other person. Thus, this supervisor is able both to understand, and to show sympathy for the problems that others are experiencing. Others recognize this empathy, and so do not hesitate to approach this supervisor to discuss personal problems or to share confidences. This supervisor is also able to focus on the good points, and overlook the bad points of others.

The high quality supervisor is intelligent. The personal knowledge of this supervisor encompasses many areas including job related areas as well as outside interests. This supervisor is creative, having the ability to think of new and innovative solutions and approaches to solving problems and accomplishing tasks. This supervisor is perceptive. This supervisor has the ability to fully comprehend any situation encountered. This supervisor is also open minded and objective. This supervisor is willing to accept any view or idea, regardless of whether the view or idea goes against personal views, and weigh its relative merits. This supervisor does not let any personal preconceived ideas influence thinking.

The high quality supervisor is emotionally mature. This maturity is apparent through the emotional stability that this supervisor displays. This supervisor remains calm, even in a crisis. When a

crisis occurs, this supervisor does not loose control, rather, this supervisor remains patient. This supervisor is confident in personal abilities and personal position. There is no worry of loosing the position as supervisor. Because of this confidence, and because of the maturity, this supervisor willingly accepts the blame and responsibility for mistakes. This supervisor also has a keen sense of humor, and is able to laugh at personal predicaments. In summation, this supervisor has a healthy perspective on people and on life.

Another attribute of the high quality supervisor is a strong inner drive. This supervisor is dynamic, energetic, enthusiastic, ambitious, and competitive. This supervisor is highly motivated and is a self-starter. This person is not afraid to take the initiative in getting a needed project off the ground. The high quality supervisor has a positive attitude, and develops this attitude throughout the department. Additionally, this supervisor strives for upward progression in the organizational hierarchy. This person is not satisfied with spending the remainder of a career in the same supervisory position.

This high quality supervisor also possesses a high degree of moral integrity. This type of supervisor is sincere and honest, and is the type of person who is dependable in keeping a personal promise (Ref 25:25:45). Because of these attributes, others believe in and trust this type of supervisor.

Job Performance of the Supervisor

The last area to be discussed is the job performance of the high quality supervisor. Within this section, the depth and amount of job

knowledge that this supervisor possesses, along with the manner in which this supervisor performs the assigned tasks is described. The data upon which this discussion is based are listed in Appendix A, and are categorized into the following categories.

1. Knowledge Associated with the Job
2. Performance of the Job

The following narrative description begins with a discussion of the amount and depth of job knowledge that this supervisor possesses.

The high quality supervisor has an excellent knowledge of the responsibilities of the supervisory position, and of the duties that the department is required to perform. This supervisor is fully aware of the rules and policies of the organization, as well as the limits placed on the supervisory authority by the organization. Furthermore, this supervisor is aware of the manner in which the department fits in with the entire organization. Thus, this supervisor is cognizant of the manner in which the actions of the department affect the organization as a whole. Additionally, this supervisor possesses the natural curiosity to continually update job knowledge.

The high quality supervisor has a genuine interest in work. This person is willing to tackle any type of job, regardless of the difficulty or lack of reward. Once the job is accepted, this supervisor conscientiously strives to meet all applicable deadlines.

This supervisor runs an efficient department. The high quality supervisor keeps the existing equipment in good working order, and is constantly on the lookout for new equipment which will improve the efficiency, increase the productivity, or enhance the quality of the output of the department. This supervisor makes a conscientious effort to keep

current on day-to-day chores, and insures that all work is progressing according to schedule. Furthermore, the high quality supervisor keeps in close contact with other departments in the organization, especially the other departments whose output influences the work of the department.

This concludes the description of the high quality supervisor, as based on the findings of the literature search. The following chapter, Chapter IV, presents the description of the low quality supervisor. This description will also be based on the findings derived from the literature search.

IV. RESEARCH FINDINGS:

LOW QUALITY SUPERVISOR - LITERATURE SEARCH

This chapter presents the second part of the findings derived from the literature search. This portion of the findings pertain to the low quality supervisor.

One trend observed during the course of the literature search was that the majority of the articles accentuated the positive rather than the negative. The articles seemed to concentrate on the attributes and actions associated with the high quality supervisor, rather than with the low quality supervisor. As a result, significantly more data were found which applied to the high quality supervisor than to the low quality supervisor. Therefore, the data upon which this chapter is based are not as extensive as the data upon which the preceding chapter is based.

The description developed in this chapter is a contrast to the description developed in the previous chapter, Chapter III. The description developed in Chapter III normalized the supervisor who is at the upper end on the spectrum of quality. The description developed in this chapter normalizes the supervisor who is at the lower end on the spectrum of quality.

The data upon which this profile is based, are classified into the following categories, and are listed in Appendix B.

1. Supervisory attributes and actions pertaining to the supervisor-subordinate relationship.
2. Supervisory attributes and actions pertaining to the supervisor-superior relationship.
3. Personal qualities of the supervisor.

4. Job performance of the supervisor.

For the convenience of analysis, the data which were classified into each of the categories above, were further classified into groupings within each category. The groupings are presented in the following narrative as each of the categories presented above is discussed. The following section begins the description by discussing the relationship between the low quality supervisor and the subordinates.

Supervisor - Subordinate Relationship

In the day-to-day activities, a supervisor enters into many relationships with people both within and outside of the organization. One of these relationships, the supervisor-subordinate relationship, is discussed in this section. This discussion centers on the attributes and actions that characterize the manner in which the low quality supervisor interacts with and relates to subordinates. The perspective used in this discussion is that of a subordinate.

The data upon which this discussion is based are listed in Appendix B, and are categorized into the following groupings.

1. Application of Participative Management
2. Role in Setting Goals for Subordinates
3. Freedom for Subordinate on the Job
4. Influence on the Productivity of Subordinates
5. Style Used in Reward and Punishment
6. Role in Employee Development
7. Personal Interest in Subordinates
8. Treatment of Subordinates
9. Flow of Communications with Subordinates

This description begins with the supervisory style used by the low quality supervisor.

The low quality supervisor employs the autocratic style of supervision. This supervisor does not believe that the ideas and opinions of subordinates are worthwhile, and therefore, does not accept inputs from subordinates. As far as the decision making and planning processes are concerned, this supervisor does not allow for the participation of subordinates in these processes. This supervisor demonstrates the belief that the only person qualified to make decisions or suggestions concerning the department is the supervisor.

The low quality supervisor does not provide the subordinate with the freedom or the necessary authority to do the job. This supervisor maintains tight control by closely monitoring, and by using straight-jacket controls over the subordinate (Ref 25:4). Essentially, these actions indicate that the low quality supervisor does not trust the subordinate. However, while this supervisor maintains tight control, this supervisor does not provide the necessary goals or guidance to the subordinates. As a result, the subordinates lack overall direction for their efforts.

In addition to failing to provide the overall directions to subordinates, this supervisor hinders the efforts of subordinates to attain maximum productivity. This supervisor hinders the subordinates by failing to provide adequate materials or facilities; by rarely checking the existing facilities for cleanliness or convenience; and by making frequent and arbitrary changes in work rules and department policies. This type of supervisor also hinders productivity by requiring subordinates to perform work of a personal nature for the supervisor.

The low quality supervisor shows an overall lack of knowledge regarding motivational theory. For example, this supervisor does not show the subordinate the manner in which each job is important to the accomplishment of the mission by the organization (Ref 27:18). Thus, this supervisor does not demonstrate the importance of each job to subordinates.

The low quality supervisor uses a relatively ineffective style of rewarding and punishing subordinates. This supervisor frequently accepts all of the credit for a job well done, and does not pass the credit on to the subordinates where the credit belongs. This supervisor rarely, if ever, praises the subordinate for good performance. Rather, this supervisor continually finds fault with the accomplishment of the subordinate. This supervisor is likely to set performance standards that are too high to be reached by the subordinates. This makes it easier for this supervisor to fault the performance of the worker. Furthermore, the low quality supervisor ignores the widely accepted rule that subordinates should be praised in public, and criticized in private by often loudly reprimanding and criticizing the worker in public.

The low quality supervisor does not openly display concern for the development or advancement of subordinates. According to the data gathered from the literature search, the low quality supervisor is unconcerned about the development of subordinates to the extent of not providing adequate training to new employees, and not providing proficiency and upgrade training to all employees. Perhaps one of the reasons for this failure, is that this supervisor does not have an established training program. This type of supervisor is also unconcerned

about the advancement of subordinates. This supervisor does not provide subordinates with the opportunity to win promotions, or to advance to positions with a higher level of responsibility.

The low quality supervisor is also characterized as not having a personal interest in subordinates. This type of supervisor often pries into the personal lives of the subordinate without justification. This supervisor does not consider that the subordinate may have personal problems that affect the performance (Ref 24:18). This supervisor rarely accepts excuses from employees, regardless of how valid the excuse may be. Overall, the low quality supervisor has a lack of consideration and respect for the subordinate.

The manner in which the low quality supervisor treats subordinates clearly indicates that subordinates are viewed as inferiors. Actions such as treating every person as a piece of machinery, using rank for compelling compliance and bullying, and never letting anyone forget who is the boss, support this charge. This supervisor is also unfair in the treatment of subordinates. This supervisor often treats all workers alike, not recognizing or allowing for individual differences. This supervisor, conversely, may also show favoritism toward one or more subordinates to the detriment of the remainder of the subordinates.

According to the data gathered for this research effort, the low quality supervisor also does not keep subordinates properly informed. This supervisor does not explain deadlines in advance or tell subordinates what is going on. When this supervisor does provide instructions, the instructions are either too general or are incomplete (Ref 28:19). Additionally, when a subordinate needs further instructions or answers to questions, this supervisor is often unavailable. In summary, the low

quality supervisor does not have open two-way communications established with subordinates.

Supervisor - Superior Relationship

The following describes the attributes and actions that characterize the manner in which the low quality supervisor interacts with and relates to superiors within the organization, from the perspective of the subordinate. The data elements which form the basis for this description are listed in Appendix B, and are categorized into the following groupings.

1. Interface Between Subordinates and Superiors
2. Organizational Performance
3. Personal Relationship with Superiors

The following description begins by describing the role of the low quality supervisor as an interface between subordinates and superiors.

As the data from the literature search indicates, the low quality supervisor does not act as an interface between superiors and subordinates. This supervisor allows superiors to approach subordinates directly with matters such as criticism, praise, policies, and procedures. Through personal indifference, this supervisor is effectively removed from the chain of command. This results in subordinates answering to a multitude of superiors rather than one superior.

The low quality supervisor openly displays a flagrant disregard for prescribed policies and procedures of the organization, and often reverses the policies and procedures in actual practice (Ref 8:292). This supervisor also ignores the established organizational lines of

authority by often becoming directly involved with the activities of other departments, even when the need or the authority to do so does not exist. Overall, the activities of this supervisor tend to detract from rather than enhance the effectiveness of the mission accomplishment of the organization.

The data gathered from the literature search present an interesting contrast in the relationship that exists between the low quality supervisor and superiors. One typical characterization of this relationship depicts the low quality supervisor as a "yes man". This particular type of supervisor attempts to please the boss at all costs, even to the detriment of subordinates and the department. This supervisor often shadows the superior, looking for things to do and say to win the favor of the superior.

Another typical characterization of the relationship between the low quality supervisor and superiors depicts this supervisor as being openly disloyal to superiors. This supervisor frequently criticizes superiors openly to subordinates, argues with superiors in public, and openly displays a negative attitude toward communications from superiors. While the prior characterization depicted this supervisor as being overly cooperative, this characterization depicts this supervisor as being totally uncooperative. Regardless of which of the characterizations fits this supervisor, the net result is that the department and the subordinates suffer.

Personal Qualities

The personal qualities of the low quality supervisor are described in this section. The data upon which this description is based are

listed in Appendix B. To facilitate the analysis of the data contained in the table, the data are categorized into the following groupings.

1. Managerial Ability
2. Decision Making Ability
3. Communicative Ability
4. Human Relations Ability
5. Mental Ability
6. Maturity
7. Inner Drive
8. Integrity

The description begins with a discussion of the managerial ability of this supervisor.

The low quality supervisor has been characterized as a low quality manager. This supervisor is ineffective in the accomplishment of the managerial functions of planning, organizing, directing, and controlling. This supervisor rarely accepts the responsibility or the authority associated with the supervisory position. Rather, this supervisor redelegates the authority and responsibility to others whenever possible. Often, this supervisor will have a misconception as to what management really is. This supervisor frequently confuses adherence to rules and regulations with managing, and thus adheres to the organizational rules and regulations to the point of being petty.

As well as being an ineffective manager, the low quality supervisor is an ineffective decision maker. This supervisor often displays an unwillingness to make a decision by procrastinating as much as possible to avoid making a decision. When forced to make a decision, this

supervisor is usually noncommittal and indecisive. If a decision is rendered, the decision is normally reached with little regard to factual evidence. Thus, this supervisor either refuses to make a decision, or renders an unacceptable decision.

The low quality supervisor is an ineffective communicator. This supervisor possesses poor oral and written communicative skills. As a result, this supervisor is unable to communicate clearly, and thus encounters difficulty in getting a message across to others. Quite often, this supervisor makes no attempt to communicate with others, which results in others not obtaining the needed information or instructions. The low quality supervisor is also a poor listener. Because of this, this supervisor either does not hear what others are saying, or misinterprets what others are saying.

The low quality supervisor lacks human relations ability, as is apparent by the lack of concern demonstrated for other people. This supervisor also demonstrates a lack of trust and a lack of respect for others. This supervisor displays a lack of respect through prejudice toward others and toward the ideas of others, and by spreading rumors and gossip about others. This supervisor also makes slanderous remarks about others with their peers. This supervisor has a small group of friends toward whom much favoritism is shown, usually at the expense of others. The overall result of these actions is that this supervisor is unable to develop a cooperative spirit when interacting with and working with others.

The main comment found during the course of the literature search concerning the mental abilities of the low quality supervisor, was that this supervisor lacks foresight, imagination, and a conceptual ability.

While this supervisor may be intelligent, this supervisor is unable to apply the intelligence in a creative manner. This may account for the refusal of this supervisor to accept new ideas or changes. With this limitation, this supervisor is unable to conceptualize the manner in which changes create improvements.

The low quality supervisor lacks maturity as is evident through the actions of this supervisor. This supervisor often sulks, and is extremely defensive, often to the point of being paranoid. This supervisor is explosive, often becoming unnerved under stress. This supervisor is also unable to accept criticism. These actions indicate an emotional instability. Additionally, this supervisor often becomes overly impressed with personal power which causes this supervisor to become arrogant, haughty, and overbearing. This type of supervisor often feels infallible, and thus refuses to admit mistakes.

The inner drive, or ambition, of the low quality supervisor is characterized by extremes. On one extreme, this supervisor is overambitious. As a result, this supervisor is impatient with the routine tasks required by the supervisory position. This type of supervisor is often characterized as a "workaholic." On the other extreme, this supervisor is totally unambitious. Thus, this supervisor often exhibits a refusal to show initiative or take action (Ref 28:22).

The low quality supervisor is often described as lacking integrity. This supervisor has been characterized as being dishonest, deceitful, and unreliable. This supervisor often abuses the status privileges that are associated with the supervisory position. Usually as a result of these characteristics, others lose respect for this supervisor.

Job Performance of the Supervisor

The last area of discussion in this description of the low quality supervisor is the job performance of this supervisor. Within this section, the depth and amount of job knowledge that this supervisor possesses, along with the manner in which this supervisor performs the tasks associated with the supervisory position is described. The data upon which this discussion is based are listed in Appendix B, and are categorized into the following categories.

1. Knowledge Associated with the Job
2. Performance of the Job

This discussion begins with a description of the amount and depth of job knowledge that this supervisor possesses.

The low quality supervisor lacks adequate knowledge in relation to the technical aspects of the job, the tasks of subordinates, and the supervisory tasks. This type of supervisor is unable to see the whole picture and therefore, is not aware of the manner in which the work of the department supports the overall mission of the organization.

The low quality supervisor has been characterized as being unable to adequately perform the assigned tasks. This supervisor often feels overwhelmed by assignments and is easily discouraged. Also, this supervisor often has a fear of doing something wrong. Because of this apprehension, this supervisor hesitates to undertake assigned tasks. When this supervisor does undertake a task, the task is usually not accomplished properly, or by the required deadline.

The low quality supervisor is described as being frequently pre-occupied with personal affairs or outside activities while on the job.

Because of this, the low quality supervisor fails to give proper attention to operation of the department. A plausible explanation for this preoccupation with outside activities is that the low quality supervisor often has a desire to be doing something other than supervising.

Conversely, the low quality supervisor has also been characterized as being overinvolved in the details. This supervisor gets overinvolved in the details to the point of losing sight of the overall goals of the department. Thus, while particular tasks may be accomplished, it is likely that the overall mission of the department will not be accomplished.

This completes the discussion of the findings which describe the low quality supervisor, and which are based on the literature search. In the following chapter, Chapter V, a description of the high quality supervisor is developed as based on primary data obtained from Air Force employee inputs.

V. RESEARCH FINDINGS:

HIGH QUALITY SUPERVISOR - AIR FORCE INPUTS

This chapter presents findings concerning the high quality supervisor as were developed from the data gathered from Air Force employees. These data represent inputs from approximately 325 Air Force Institute of Technology students, and approximately 210 Air Force employees at Wright - Patterson AFB, Ohio.

As was discussed in Chapter II, Research Methodology, the data gathered from Air Force employees were first classified into two categories: data attributed to the high quality Air Force supervisor; and data attributed to the low quality Air Force supervisor. This chapter treats data representing the high quality Air Force supervisor via further classification into the following categories.

1. Supervisory attributes and actions pertaining to the supervisor-subordinate relationship.
2. Supervisory attributes and actions pertaining to the supervisor-superior relationship.
3. Personal qualities of the supervisor.
4. Job performance of the supervisor.

To facilitate the analysis of the data, the data elements in each of the four categories were further classified into common groupings.

The abundance of data from the Air Force inputs resulted in lengthy lists of separate data elements. Many of the individual data elements presented essentially the same central idea, but from a slightly different perspective. For the convenience of the reader, and for the purpose of simplifying the text of this thesis, the input data are condensed and attached as a composite listing to this thesis as Appendix C.

Clarification of terms is in order. When viewing the terms "Air Force supervisor" and "Air Force subordinate," one generally perceives these terms as referring to a military employee of the Air Force. However, for the purpose of this thesis, these terms refer to both the military and civilian employees of the Air Force.

It must be noted that the description developed in this chapter tends to normalize the supervisor who is at the upper end of the continuum of supervisory quality. This person does not exist. This description is generalized, and specific data elements may not apply to every high quality Air Force supervisor or under all circumstances. The following presents a description of the high quality Air Force supervisor based on the findings derived from the inputs from Air Force employees.

Supervisor - Subordinate Relationship

This section describes the attributes and actions that characterize the manner in which the high quality Air Force supervisor interacts with and relates to subordinates, and as viewed from the perception of the subordinate. The input data are categorized into the following groupings for discussion here, and a composite listing is contained in Attachment C.

1. Supervisory Style
2. Role in Setting Goals for Subordinates
3. Freedom for Subordinates on the Job
4. Influence on the Productivity of Subordinates
5. Style Used in Reward and Punishment
6. Role in the Development of Subordinates

7. Personal Interest in Subordinates
8. Treatment of Subordinates
9. Personal Relationship Developed with Subordinates
10. Flow of Communications with Subordinates

A discussion and description of the supervisory style employed by the high quality Air Force supervisor follows.

Findings clearly indicate that the Air Force subordinate has a desire to participate in the decision making process within the department. The desire to participate is even stronger where the decisions directly influence the subordinate. The Air Force subordinate believes that the subordinates in general have many valid and worthwhile suggestions, opinions, and ideas. The Air Force supervisor who recognizes the desire of the subordinate to participate, who recognizes the worth of the inputs of subordinates, and who incorporates these recognitions into a personal supervisory style, generally receives high ratings from subordinates.

The high quality Air Force supervisor perceives the role of the supervisor as providing overall direction for the department. This supervisor then provides overall direction by first developing the overall goals, and then by developing generalized plans for attaining the goals. Once the goals are set and the plans are developed, this supervisor insures that everyone in the department clearly understands and supports these goals and plans.

The effective supervisor assures that the subordinates understand the goals and are provided the freedom and latitude to attain the goals in any acceptable manner. This relative freedom to do the job accompanies the responsibility and the authority necessary to accomplish the

the job. Once this is provided, this supervisor basically stays out of the way, but is available for consultation. This supervisor, however, keeps informed of the current status of the efforts of the subordinates. If it becomes apparent that a subordinate is abusing the freedom or authority, the supervisor does not hesitate to rescind the authority and begin exercising greater control over the subordinate.

The high quality Air Force supervisor realizes that the primary reason for the departmental existence is to produce an output. Thus, this supervisor is highly interested in the productivity of subordinates. This supervisor realizes that the subordinate who is interested in the job, is likely to exhibit a higher productivity. This interest then, is cultivated by the supervisor through illustrating how the job of each subordinate fits into the overall mission of the organization, and how each job contributes to the success of the mission. This interest in the job is also developed through the process of getting each subordinate to think about the job and to understand and appreciate the particular methods and procedures that are being used to accomplish the job. The overall goal is to get each subordinate to realize the importance of each job.

This supervisor also has a good perception of the abilities of each subordinate, and of the amount of work that each subordinate can accomplish in a given time frame. This grasp enables this supervisor to make effective use of each subordinate by providing a variety of jobs where possible. Some of the jobs are routine, while others present a challenge to the individual subordinate. However, if it becomes apparent that a subordinate is not accomplishing a job properly, this supervisor has the courage to confront the subordinate, provide information on the

deficiencies, offer assistance and suggestions for improvement, and even to remove the subordinate from that job if necessary.

The high quality Air Force supervisor realizes the importance of, and the benefits to be gained from the proper use of praise. As an example of the potential benefits, one respondent stated that "... the words of praise for a job well done were, it seemed, a most satisfying reward and incentive for the extra work required to do the job." Thus, the high quality supervisor strives to administer praise effectively, and according to the data gathered from Air Force subordinates, succeeds in doing so.

This success is not accidental; rather, it is the result of a carefully developed program. The foundation of this program is the establishment of performance standards which are realistic, reasonable, consistent, and measurable. The performance of each subordinate is measured against the standards, and when warranted, the supervisor administers praise without hesitation. Sustained good performance is reflected in performance reports that the high quality supervisor meticulously prepares. The high quality supervisor recognizes the proper role of these performance reports. As a result, this supervisor does not use the performance report as a device for admonishing subordinates.

Along with administering praise effectively, the high quality Air Force supervisor administers criticism and punishment effectively. When criticism is administered, the actions of the subordinate, and not the personality of the subordinate, are criticized. Furthermore, this supervisor administers criticism constructively. The high quality supervisor realizes that in some situations, punishment is required. When this occurs, punishment is administered promptly and then is essentially

forgotten. Neither the act which warrented the punishment, nor the punishment itself, is readdressed and reused against the subordinate. If the subordinate is totally incompetent, the high quality supervisor takes positive action to remove the subordinate.

The high quality Air Force supervisor is genuinely concerned with the development of subordinates. This supervisor is interested in the training of new workers, the maintenance of job proficiency, and the expansion of the capabilities of subordinates. Employee development is accomplished through a well-planned, well-developed training program which is designed to improve the thought process, as well as the skills of the subordinate. This supervisor realizes the importance, and benefits to be gained from the further development of the skills and knowledge of the subordinate and thus encourages each subordinate in this area.

This encouragement to develop and grow is supported by encouraging, allowing, and arranging for the subordinate to take time off to attend special training courses, college courses, and career broadening schools. This time off is provided in spite of temporary hardships on the department. The program aimed at developing the skills and knowledge is coupled with a program aimed at preparing subordinates for advancement into higher level positions, including the position of the respective supervisor.

The high quality Air Force supervisor maintains a sincere personal interest in subordinates. According to the data gathered from Air Force employees, this interest extends to all aspects of the lives of subordinates, and is based upon a deep concern for subordinates. Because of this concern, the high quality supervisor makes a diligent effort to

become acquainted with subordinates, and to learn about their personal lives. As an example, when free time is available, this supervisor circulates among the various work centers taking time to talk with each subordinate. These conversations are not confined to job-related matters, but are generally aimed at the personal interests and personal lives of the subordinates.

The manner in which the high quality Air Force supervisor treats subordinates can best be summarized by stating that this supervisor applies the Golden Rule in dealings with subordinates. Under the supervision of this type of person, subordinates are treated with respect and dignity. This supervisor recognizes the uniqueness of each individual. Because of this recognition, this supervisor adjusts the approach and treatment of each subordinate in accordance with individual differences. Furthermore, this supervisor realizes that each worker is human, and thus is inclined to make mistakes. When a mistake does occur, this supervisor is understanding as to why the mistake was made. In summary, the manner in which subordinates are treated coincides with the manner in which the supervisor desires to be treated.

The high quality Air Force supervisor consciously develops a good personal relationship with subordinates. Through this relationship, the supervisor is able to secure the faith, confidence, and cooperative efforts of subordinates. This supervisor also develops faith, trust, and confidence in subordinates. This supervisor becomes a friend of the subordinate, someone with whom the subordinate feels free to openly discuss any matter, including personal matters. This freedom of discussion is enhanced by the trust that the supervisor will not disclose personal confidences to anyone else. Through a sound personal relationship, the

supervisor develops a good rapport with subordinates.

The high quality Air Force supervisor is careful to maintain the proper psychological distance from subordinates and is aware of the dangers in getting too close to subordinates by becoming "one of the gang." This supervisor realizes that the primary danger of becoming too close is that of losing objectivity. As objectivity is lost, supervisory effectiveness can be greatly impaired.

The high quality Air Force supervisor realizes that subordinates want to be informed. Subordinates have a desire to know how to do the job, and why the job must be done, and also to be informed about current and future events that have potentiality to affect the organization, the department, and especially the subordinate. Subordinates also want to know where they stand. When a question exists, subordinates desire the supervisor to either answer the question immediately, or to answer the question at a later time when the information becomes available. The supervisor who fills these communications requirements is usually rated as a high quality supervisor by subordinates.

Supervisor - Superior Relationship

An Air Force supervisor enters into many relationships while on duty. One of these relationships, the relationship between this supervisor and the Air Force subordinate, was described in the previous section. Another of these relationships is the supervisor-superior relationship as discussed in this section. A complete listing of the supporting data for this discussion are contained in Appendix C, and are categorized into the following groupings.

1. Interface Between Subordinates and Superiors

2. Organizational Performance

3. Personal Relationship with Superiors

The following discussion describes the attributes and actions that characterize the manner in which the high quality Air Force supervisor interacts with and relates to the Air Force superior, from the viewpoint of the Air Force subordinate. The discussion begins with the manner in which the supervisor acts as an interface between subordinates and superiors.

The high quality Air Force supervisor acts as the primary interface between subordinates and the superiors within the organizational hierarchy. As the primary interface, this supervisor provides the primary channel of communications between superiors and subordinates. An exchange of information between these two parties normally passes through this supervisor. For example, all criticism as well as praise, from superiors that is intended for subordinates is conveyed to subordinates through the supervisor. This supervisor also provides a buffer so that subordinates will not receive unnecessary interference from superiors.

In representing subordinates to superiors, this supervisor insures that those occupying higher positions in the organization are aware of the accomplishments of the subordinates by acting as an advocate for the subordinate. This supervisor also insures that the interests of subordinates are defended and protected with superiors.

The high quality Air Force supervisor believes in, and fully supports the organization. Perhaps this occurs because this supervisor views personal welfare as being tied to the welfare of the organization. This supervisor demonstrates support by strongly supporting the policies

and procedures of the organization, and by passing these policies and procedures to subordinates intact, and without modification. Furthermore, this supervisor explains and defends the position of top management concerning these policies and procedures.

However, this supervisor is not a marionette or puppet of top management. This supervisor is not afraid to question the premises for proposed projects, or procedures and policies that appear to conflict with personal values. Once this supervisor discusses personal views with superiors, regardless of the final position of top management, this supervisor supports the position fully.

The high quality Air Force supervisor has a solid personal relationship with superiors. Through this relationship, an open channel of communications develops which enables personal expression of views without fear of reprisal. Also, through this relationship, this supervisor develops influence with superiors. However, this supervisor fully realizes that in relation to superiors, the relative role is that of a subordinate. In this role, this supervisor strives to become a high quality subordinate.

Personal Qualities

Within this section, the personal qualities that are attributed to the high quality Air Force supervisor by subordinates are presented. The data upon which this presentation is based are listed in Appendix C and are categorized into the following groupings.

1. Managerial Ability
2. Decision Making Ability
3. Problem Handling Ability

4. Communicative Ability
5. Human Relations Ability
6. Mental Ability
7. Maturity
8. Inner Drive
9. Integrity

The following narrative description begins with a discussion of the managerial ability of this supervisor.

The high quality Air Force supervisor is a high quality manager.

This supervisor has successfully developed managerial skills in planning, organizing, directing, and controlling, and is able to apply these skills in any type of organization. Through a practical and realistic application of these managerial skills, this supervisor has developed a smooth running department which is able to continue to run smoothly, even in the temporary absence of this supervisor. This supervisor is also an innovative manager who has the courage to take calculated risks, and is willing to accept new ideas and try new solutions. However, this supervisor tempers the innovation with realism.

The high quality Air Force supervisor is an excellent decision maker. When making a decision, this supervisor follows a rationale or a set procedure which usually produces acceptable results. This supervisor begins the decision making process by gathering and analyzing the relevant data. This analysis is facilitated by the ability of this supervisor to judge the relative importance of the various issues and facts involved. In arriving at the decision, this supervisor bases the decision on facts, but only after assessing the future impact of each option under consideration. Although great care is taken in making a

decision, this supervisor arrives at the decision without unnecessary delay and without vacillation, even when under pressure. Before the decision is implemented, this supervisor insures that all of the details are worked out. Also, once the decision is made, this supervisor demonstrates the characteristic of decisiveness.

The high quality Air Force supervisor is also an effective problem solver. Whenever a problem arises, regardless of how unpleasant, this supervisor addresses the problem without hesitation, and applies a practical approach in an effort to solve the problem. In the first step of this approach, this supervisor carefully analyzes and defines the overall problem. Then, by asking the pertinent questions, this supervisor is usually able to get to the heart of the problem, and thus determine the cause of the problem. If an on-the-spot corrective action is possible, it will be applied without delay; if not, an attempt will be made to develop the proper solution for application at a later date. If the traditional solution fails to solve the problem, this supervisor is willing to try a new or unusual solution. It must be emphasized that this supervisor does more than just react to problems. This supervisor also actively searches for potential problems and problem areas. When found, this supervisor applies measures designed to prevent the problem from occurring.

The high quality Air Force supervisor possesses the ability to communicate effectively with people throughout the organizational hierarchy. This ability exists because this supervisor is an intelligent communicator with the ability to express thoughts and ideas clearly via an appropriate vocabulary. In addition, this supervisor also has the ability to listen effectively. According to the data gathered from Air

Force employees, the ability to listen is one of the most important communicative abilities of the high quality Air Force supervisor. As a result of these various communicative abilities, this supervisor maintains an open flow of communications throughout the organization.

The high quality Air Force supervisor is deeply interested in, and genuinely concerned about the people. Because of this concern for people, this supervisor shows respect for people and their respective ideas, beliefs, and values by not trying to impose personal beliefs and values on others. This supervisor is considerate of the feelings of others, which results from the innate compassion and empathy that this supervisor has for others. This supervisor is able to view situations from the perspective of others, and is thus able to understand the feelings and emotions of the other person. As a result, when others are experiencing problems, this supervisor is genuinely empathetic.

The high quality Air Force supervisor is intelligent, and possesses a well-organized thought process. This supervisor possesses a broad range of knowledge which includes job knowledge, background knowledge, people knowledge, and knowledge pertaining to outside interests. Through excellent memory and recall, this supervisor is able to apply this broad range of knowledge. This supervisor is objective and open-minded, willing to accept ideas, and to judge the ideas based on fact, rather than on prejudices or preconceived ideas. This supervisor is also creative, and thus has the ability to develop new and innovative solutions to problems.

The high quality Air Force supervisor is emotionally mature. This supervisor demonstrates a consistent behavior by not openly vacillating between emotional highs and lows. This supervisor also does not loose

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The high quality Air Force supervisor is emotionally mature. This supervisor demonstrates a consistent behavior by not openly vacillating between emotional highs and lows. This supervisor also does not loose

self control even in a crisis. Rather, this supervisor consistently displays a pleasant and stable behavior. This supervisor also has a good sense of humor, and has the ability to employ this sense of humor to relieve some pressure in tense situations.

The maturity of this supervisor is also apparent by the self-confidence that this supervisor possesses. This supervisor has confidence in personal abilities and personal potential, and thus does not require special treatment as an ego booster. This supervisor is also aware of personal limitations. It is because this supervisor is aware of personal limitations, that this supervisor willingly admits mistakes and assumes the responsibility. This supervisor does not pass the blame to others.

The high quality Air Force supervisor has a high achievement motivation which results in a strong inner drive. This supervisor has a strong desire to succeed, and is dynamic, ambitious, and aggressive. This supervisor has well defined personal goals and a well considered plan for achieving these goals. This supervisor is also optimistic and displays a positive attitude that personal goals will be attained. However, the quest for personal success is not made at the expense of others. This supervisor realizes that personal success is tied to the overall success of the organization.

The high quality Air Force supervisor is highly respected within both the organization and the community. One reason for this respect is that this supervisor possesses high moral integrity. This supervisor has high moral, ethical, and personal standards which are rarely compromised, regardless of the situation. This supervisor puts forth an honest and conscientious effort on every task undertaken. This supervisor is

also honest in dealings with others. This type of supervisor rarely makes a promise that is not kept. Additionally, this supervisor has a strong sense of justice and always attempts to do that which is right.

Job Performance of the Supervisor

The last area to be discussed in this chapter is the job performance of the high quality Air Force supervisor. This discussion centers on the depth and amount of job knowledge that this supervisor possesses, along with the manner in which this supervisor performs the assigned tasks. The data upon which this discussion is based are listed in Appendix C, and are classified into the following groupings.

1. Knowledge Associated with the Job
2. Performance of the Job

The following discussion is based on the perceptions of subordinates, and begins with a discussion of the amount and depth of job knowledge that this supervisor possesses.

The high quality Air Force supervisor has thorough knowledge of the duties and responsibilities associated with the supervisory position, as well as the duties and responsibilities of subordinates, and a working knowledge of other departments within the organization. Through this knowledge, this supervisor is able to determine the manner in which each department interacts to accomplish the overall mission of the organization. This supervisor also has knowledge of the capabilities and limitations of the department, and thus is able to assess the quality of the contribution that the department makes to the overall accomplishment of the mission.

The high quality Air Force supervisor makes a continual effort to

keep current and informed. This supervisor is usually aware of what is happening in the department, including the current status of any project, as well as the areas of the project where the progress is ahead of or behind schedule. When new projects or jobs arise, this supervisor does the necessary "homework" to assure preparedness. This supervisor is also current and knowledgeable in the field of personal expertise due to a continuing effort to keep abreast of the current developments.

The high quality Air Force supervisor does an excellent job of running the department. This can be attributed to the high mission-orientation of this supervisor. This can also be attributed to the recognition and acceptance of the difference in roles of the supervisor and of the subordinates. This supervisor fully accepts the supervisory position. Thus, this supervisor rarely attempts to personally accomplish the work that subordinates are responsible for, even though personal expertise may exist. Instead, the personal energies of this supervisor are utilized in supervising the department.

In running the department, this supervisor ensures that all units of equipment are in safe operating condition. This supervisor ensures that all of the necessary resources are available where and when needed, and that the resources are used efficiently. Additionally, this supervisor does not burden the workers with unnecessary rules and regulations. This supervisor establishes only the departmental rules and regulations that are absolutely necessary to accomplish the job. Where established rules and regulations exist, this supervisor adheres to them. However, this supervisor periodically reviews the rules and regulations for currency and correctness, and works to change those directions that require revision.

This concludes the discussion and analysis of the high quality Air Force supervisor based on the inputs of Air Force employees. The following chapter, Chapter VI, presents the discussion and analysis of the low quality supervisor which is also based on the findings derived from the inputs of Air Force employees.

VI. RESEARCH FINDINGS:

LOW QUALITY SUPERVISOR - AIR FORCE INPUTS

This chapter presents findings derived from the data gathered from Air Force inputs, pertaining to the low quality classification of supervisory types. The data upon which these findings are based represent inputs from approximately 325 Air Force Institute of Technology students, and approximately 210 Air Force employees from Wright-Patterson, AFB, Ohio.

The description developed in this chapter is a contrast to the description developed in the preceding chapter which depicted an Air Force supervisor who is at the upper end on the spectrum of quality. The description developed in this chapter presents findings regarding the attributes and actions of a hypothetical Air Force supervisor at the lower end of the spectrum of quality.

The data upon which this chapter is based are classified into the following categories, and are listed in Appendix D.

1. Supervisory attributes and actions pertaining to the supervisor-subordinate relationship.
2. Supervisory attributes and actions pertaining to the supervisor-superior relationship.
3. Personal qualities of the supervisor.
4. Job performance of the supervisor.

For the convenience of analysis, the data were further classified into groupings, which are presented in the following narrative discussion on each of the above categories. The following section begins by discussing the relationship existing between this supervisor and subordinates.

Supervisor ~ Subordinate Relationship

This section describes the attributes and actions that characterize the manner in which the low quality Air Force supervisor interacts with and relates to subordinates, from the perspective of an Air Force subordinate. The input data as listed in Appendix D are categorized into the following groupings.

1. Supervisory Style
2. Role in Setting Goals for Subordinates
3. Freedom for Subordinates on the Job
4. Influence on the Productivity of Subordinates
5. Style Used in Reward and Punishment
6. Role in the Development of Subordinates
7. Personal Interest in Subordinates
8. Treatment of Subordinates
9. Personal Relationship Developed with Subordinates
10. Flow of Communications with Subordinates

The low quality Air Force supervisor does not allow subordinates to participate in the decision making process, and does not solicit or accept ideas or suggestions from subordinates. When subordinates make a decision, this supervisor refuses to support the decision. Overall, the low quality Air Force supervisor displays the attitude that subordinates do not possess the knowledge or expertise to provide worthwhile inputs to the decision making process.

The low quality Air Force supervisor is often deficient in providing overall goals and direction to the department. This supervisor rarely informs subordinates of the overall objectives of the department. The objectives which are set forth are often vague or unrealistic. Thus,

subordinates are often lacking direction for their efforts.

By not providing subordinates with the freedom to do their jobs, the low quality Air Force supervisor displays the attitude that subordinates are basically incompetent. Subordinates are not allowed to apply their initiative or imagination to accomplish their tasks in the manner they believe is best. Rather, subordinates are closely watched to ensure that their work is accomplished according to the desires of the supervisor.

When an important job arises, subordinates are generally not trusted with the job. This supervisor either accomplishes the job personally, or assigns the job to subordinates, then reaccomplishes the job when subordinates are finished. Regardless of the importance of the job, the finished product is often reworked to suit the style of this supervisor. This supervisor believes that unless subordinates are forced to work, and are closely supervised, subordinates will not accomplish the job properly.

Rather than enhancing the productivity of subordinates, the low quality Air Force supervisor often inhibits the productivity of subordinates. This supervisor inhibits productivity by poorly defining both the jobs, and the procedures for doing the jobs. This supervisor frequently and arbitrarily changes instructions and work rules.

This supervisor also makes unreasonable demands on the subordinates. For example, this supervisor often agrees to more work than the department can reasonably handle, thus overtasking the subordinates. This supervisor also makes unreasonable demands by asking subordinates to do rush jobs at quitting time. This causes the subordinates to stay late reluctantly and to work under extreme pressure to complete the job.

The net result of these activities is to inhibit the productivity of subordinates.

This supervisor also inhibits productivity by not making efficient use of subordinates. This supervisor is unaware of the capabilities and limitations of subordinates. Thus, this supervisor often does not match the best qualified worker to the job. Rather, this supervisor assigns jobs on an arbitrary basis, or according to rank. Subordinates are also used to accomplish jobs of a personal nature for the supervisor, rather than jobs associated with the accomplishment of the mission.

This supervisor also inhibits the productivity of subordinates by not properly motivating subordinates. This supervisor does not take the opportunity to instill a sense of importance within each subordinate about their respective job, or the manner in which each job contributes to the overall mission accomplishment of the organization. By failing to take these actions, this supervisor misses an opportunity to enhance the motivation of the subordinates.

The low quality Air Force supervisor is ineffective in administering praise and criticism. When a subordinate does an exceptionally good job, this supervisor either fails to administer praise, or administers the praise insincerely. Furthermore, this supervisor often accepts the praise personally for the efforts of subordinates. When criticism is in order, this supervisor criticizes the subordinate loudly and publically, often for no apparent reason, and with no explanation given.

The performance reports administered by this supervisor do not provide a meaningful measure of the performance of subordinates. This supervisor generally does not explain the basis for the performance reports to subordinates, basically because the performance reports are either based on standards that are inconsistent, or are based on

something other than performance. This supervisor often maintains a black book to record negative reports on each subordinate for eventual inclusion in performance reports. Subordinates are often encouraged to supply unfavorable information about peers for this book. This supervisor also misuses performance reports. For example, this supervisor often uses the performance report as a vehicle for counseling subordinates. Conversely, this supervisor often writes outstanding reports on all subordinates. As a result of these actions, subordinates usually do not know where they stand.

The low quality Air Force supervisor is generally unconcerned about the professional development of subordinates. This supervisor does not have a well developed training program. Thus, the areas of initial training for new subordinates, proficiency training for all subordinates, and advance training to enable subordinates to assume positions of greater responsibility are not addressed by this supervisor. Perhaps, because it is assumed that subordinates do not require training, that this supervisor has not developed a training program.

This assumption is supported by actions. Quite often, new subordinates are placed into positions for which they are not properly qualified. This supervisor appears to expect all subordinates to possess a complete knowledge of their tasks, and to have the ability to become instantly proficient in new tasks. If training is accomplished at all by this supervisor, it is normally aimed at developing the favorites of this supervisor for advancement.

The low quality Air Force supervisor also displays a lack of concern for the personal development of subordinates. This supervisor is generally apathetic toward the self-improvement efforts of subordinates.

However, if there exists the possibility that these self-improvement efforts will interfere with the mission accomplishment, this supervisor actively discourages these efforts. This supervisor also displays a lack of concern for the personal development of subordinates by attempting to retain high quality subordinates, even if the pending transfer means a position of higher responsibility for the subordinate.

The low quality Air Force supervisor rarely develops a personal interest in subordinates, and thus, does not develop a concern for the personal lives of subordinates. This supervisor is not interested in the problems, needs, or desires of subordinates, and displays the attitude that personal problems should be left at home, not brought to work. If this supervisor displays an interest in the personal lives of subordinates, it is usually for the purpose of meddling, or collecting unfavorable information for the black book.

The manner in which the low quality Air Force supervisor treats subordinates leaves much to be desired. The treatment afforded to subordinates is often inconsistent and arbitrary, vacillating between the extremes of too harsh and too lenient. Subordinates are often treated as being incompetent and deceitful, and thus, as someone who can not be trusted. By displaying favoritism, and by gossiping about subordinates among their peers, the low quality supervisor encourages divisiveness rather than teamwork, among subordinates.

The low quality Air Force supervisor also displays a lack of respect and dignity through the treatment of subordinates. This supervisor treats subordinates as inferiors, emphasizing their lower status in the organizational hierarchy. This supervisor views subordinates

as devoid of feelings and emotions, much in the same manner as one views a piece of machinery. This supervisor also tries to impress personal morals on subordinates.

Often, the manner in which the low quality supervisor treats subordinates borders on being hypocritical. Subordinates are required to adhere to standards and regulations that this supervisor does not adhere to personally. At times, subordinates are required to cover up for the lack of adherence by this supervisor. In order to develop subordinates who are willing to cover up, this supervisor often patronizes subordinates via actions such as doing special favors for subordinates, and making special promises to subordinates. The motivation behind this behavior is normally an attempt to improve personal status at the expense of others.

The low quality Air Force supervisor does not make an effort to become acquainted with subordinates on a personal level, and often does not even know the names of subordinates. This failing, which is readily noticed by subordinates, causes a poor rapport as well as a lack of mutual respect and trust, to exist between the supervisor and the subordinates. The net result is a widening of the chasm between this supervisor and the subordinates.

The low quality Air Force supervisor has also been characterized as the type of supervisor who tries to become too close to subordinates. This supervisor makes every effort to become "one of the gang." To accomplish this, this supervisor overstresses social functions, and often personally finances these functions. The overall result is that subordinates do not develop a respect for this supervisor.

The low quality Air Force supervisor does not maintain adequate

communications with subordinates. This supervisor often fails to keep subordinates informed on matters of importance, or on potential changes. Often when a change must be made, this supervisor first implements the change, then informs subordinates. This supervisor also does not inform subordinates of what is expected of them. When this supervisor does communicate with subordinates, the communications are usually downward. This supervisor does not provide opportunity for feedback or questions from subordinates.

Supervisor - Superior Relationship

This section discusses the attributes and actions that characterize the manner in which the low quality Air Force supervisor interacts with and relates to superiors in the organizational hierarchy. A complete listing of the data upon which this discussion is based are contained in Appendix D. These data are categorized into the following groupings.

1. Interface Between Subordinates and Superiors
2. Organizational Performance
3. Personal Relationship with Superiors

This discussion begins with a description of the manner in which the supervisor acts as an interface between subordinates and superiors.

The low quality Air Force supervisor does not act as the primary interface between superiors and subordinates, and thus does not buffer subordinates from superiors. Rather, this supervisor permits superiors to interact with subordinates directly.

This supervisor also does not represent and defend the interests of subordinates to superiors. This supervisor contradicts and degrades subordinates, and often blames mistakes on subordinates when dealing with superiors. Overall, this supervisor does not support subordinates when

dealing with superiors.

The low quality Air Force supervisor does not support the organization. This supervisor is often openly critical of the organization, and usually does not defend the interests of the organization, even when the organization is being criticized by outsiders.

The low quality supervisor displays a total disregard for the chain of command and the established lines of authority. This supervisor often circumvents these established lines.

The personal relationship that exists between the low quality Air Force supervisor and superiors has been characterized by extremes. On one extreme, this relationship is characterized by open conflict. This supervisor openly degrades and criticizes superiors in front of others. This supervisor also openly antagonizes superiors, through actions such as not consulting superiors on policy decisions. On the other extreme, this relationship is characterized by this supervisor being a "yes man."

This supervisor is also superficial and hypocritical in the presence of superiors, and is willing to go to all extremes to win the favor of superiors. This supervisor spends much time politicing with superiors to improve the personal image.

Personal Qualities

This section presents the personal qualities that are attributed to the low quality Air Force supervisor by subordinates. The data upon which this presentation is based are listed in Appendix D, and are categorized into the following groupings.

1. Managerial Ability
2. Decision Making Ability

3. Problem Handling Ability
4. Communicative Ability
5. Human Relations Ability
6. Mental Ability
7. Maturity
8. Inner Drive
9. Integrity

The following discussion begins with a description of the managerial ability of this supervisor.

Essentially, the low quality supervisor is a poor manager. From the actions of this supervisor, it is apparent that this supervisor has not developed the abilities to effectively plan, organize, direct, and control. For example, as a direct result of the failure to plan, this supervisor is often forced into crisis management. This results in this supervisor initiating action based on impulse rather than on careful preliminary thinking and sound logic. Acting on impulse often leads to confusion, which in turn forces this supervisor to employ drastic re-direction and control measures. This supervisor also fails to provide overall direction for the department by either failing to provide overall goals, or by being unable to translate goals into action. Because of these weak managerial abilities, this supervisor often delegates all responsibility and authority in an effort to place the onus on others.

The low quality Air Force supervisor is a poor decision maker. This supervisor often has a fear of making mistakes, and therefore, avoids making decisions. When a decision must be made, this supervisor often procrastinates as much as possible, and then is forced into making a rash, last-minute decision. When this supervisor makes a decision,

the decision is often based on incomplete information or faulty logic, and quite often reverses or contradicts past decisions.

The low quality supervisor is also ineffective in handling problems. This supervisor is often unable to recognize that a problem exists. When this supervisor does recognize that a problem exists, the action taken is often insufficient and untimely, and fails to correct the problem. One reason why this action fails to correct the problem is because the action is aimed at symptoms, rather than at the cause of the problem. The net result is that in spite of the efforts of this supervisor, the cause of the problem still exists.

The low quality Air Force supervisor lacks the ability to communicate effectively with others. This supervisor is hampered by poor speaking and writing skills, and thus, often has difficulty in expressing ideas clearly or effectively. One frequent difficulty is that of using more verbage than is required to communicate the idea. This supervisor also experiences difficulty in effectively listening to others.

The communicative ability of this supervisor is also hampered by the manner in which this supervisor speaks to others. This supervisor is often belligerent, loud, and crude. This supervisor is unpredictable, thus others rarely know what this supervisor is going to say next. Additionally, this supervisor is secretive and evasive and often withholds valuable information from others. A result of these actions is that other people eventually begin to ignore the communications from this supervisor.

According to the list of actions gathered from subordinates, it is apparent that the low quality Air Force supervisor does not understand

human relations. This supervisor uses others to get ahead, and envisions that others are doing the same. As a result, this supervisor is unfriendly, suspicious, and vindictive in dealing with others. This supervisor lacks empathy and concern for others, as is apparent from the discourteous and disrespectful treatment afforded to others. This supervisor often develops a group of favorites, and spreads gossip about other people within this group. Overall, this supervisor repeatedly violates the Golden Rule in the day-to-day interactions with other people.

While the low quality Air Force supervisor may be intelligent, this supervisor is unable to apply this intelligence in a practical manner. One reason is that this supervisor is often confused and foggy in thinking. Thus, this supervisor is often unable to see the whole picture and is therefore, unable to gauge the full impact of personal actions. Another reason is that this supervisor often lacks common sense. Thus this supervisor often creates ingenious ideas that do not work in actual practice. This supervisor is also unable to apply personal intelligence due to a closed or narrow-mindedness.

According to the data gathered from Air Force employees, the low quality supervisor exhibits a distinct lack of maturity in different ways. One way is through the display of inconsistent and unpredictable behavior. This supervisor is often impatient. This supervisor also loses control of emotions or temper for no apparent reason, and often acts angry at the world. This erratic behavior is frequently the result of emotional instability which is often tied to immaturity.

Another way in which this supervisor exhibits immaturity is through an excessive self-centeredness. This supervisor is arrogant and conceited,

and refuses to admit to being fallible. Because this supervisor does not recognize personal fallibility, this supervisor refuses to apologize for personal errors, and also refuses to accept constructive criticism. This supervisor is a poor loser. If this supervisor happens to fail, the failure is either rationalized away, or is blamed on someone else.

The final way in which this supervisor exhibits immaturity, as identified by the input data, is through a lack of self-confidence. This supervisor is extremely insecure, and as a result, is frequently nervous and on the defensive.

A dichotomy exists in the characterization of the inner drive of the low quality Air Force supervisor. This supervisor is characterized as being either unambitious, or as being overambitious. The unambitious supervisor is totally unmotivated and uninspired. The attitude displayed by this supervisor can best be described as apathetic. This supervisor is unconcerned about advancement or self-development. Often this type of supervisor is nearing retirement and has essentially halted all efforts to be productive. The overambitious supervisor, conversely, has an excessive amount of motivation, and is often described as a "work-aholic." To this supervisor, personal success and achievement is everything. This excessive drive, however, often causes resentment among others.

The low quality Air Force supervisor lacks personal integrity. This supervisor is dishonest and deceitful, and is often unreliable. As a result, others do not generally trust this supervisor.

This supervisor also has bad personal habits. For example, this supervisor is slovenly in appearance, yet expects others to maintain

high standards of appearance. This supervisor often uses too much profanity. This supervisor also frequently over indulges in alcohol. In some instances, this supervisor comes to work either still under the influence of alcohol, or suffering from a hangover.

Job Performance of the Supervisor

The discussion in this section centers on the job performance of the low quality Air Force supervisor. This discussion encompasses the depth and amount of job knowledge that this supervisor possesses, as well as the manner in which this supervisor performs the tasks associated with the supervisory position. The data upon which this discussion is based are listed in Appendix D, and are classified into the following groupings.

1. Knowledge Associated with the Job
2. Performance of the Job

The following narrative description begins with a discussion of the amount and depth of job knowledge that this supervisor possesses.

The low quality Air Force supervisor does not possess sufficient knowledge to adequately accomplish the job. This supervisor lacks the knowledge of the work associated with the supervisory position, the work of subordinates, and the technical details associated with the department. This supervisor also lacks knowledge of the overall mission of the department and of the organization. Furthermore, this supervisor is unable to perceive the relationship that exists between the role and responsibilities of the supervisor, and the accomplishment of the mission. Because of this lack of knowledge, this supervisor often ignores areas of unfamiliarity and concentrates on the particular

details that are within personal comprehension. Furthermore, this supervisor does not make an effort to overcome these deficiencies in knowledge.

The low quality supervisor has been characterized as being unable to adequately perform the duties associated with the supervisory position. As a result, the ability of the department to accomplish the mission is reduced. For example, this supervisor often fails to follow existing procedures. This supervisor fails to assign the proper priorities to projects, thus deadlines on important projects are not met. This supervisor often gets overinvolved in details to the point of losing sight of the overall direction of the department and thus, does not notice when the department is not making progress toward its overall objectives. This supervisor does not release organizational funds to keep equipment in proper working order. Additionally, this supervisor often fails to establish the necessary coordination with other departments. The net result of these actions is to impair the overall accomplishment of the mission by the department.

Perhaps the inability to adequately perform the supervisory duties is a result of the attitude of this supervisor. This supervisor is uninterested in both the department, and the mission of the department. This supervisor also frequently complains about personal duties, and express a dissatisfaction in the supervisory position. Other related findings indicate that this supervisor is frequently absent from the department, and is often tending to personal matters rather than matters associated with the job. Another stated accusation is that this supervisor sometimes covers for personal deficiencies and absences by altering the paperwork to make the department look good.

This completes the discussion and analysis of the low quality Air Force supervisor based on inputs from Air Force employees. The next chapter, Chapter VII, presents the results of the comparative analysis which were accomplished on the data gathered for this research effort.

VII. COMPARATIVE ANALYSIS

This chapter presents the results of the comparative analyses accomplished on the descriptions which were derived from the data gathered for this thesis, and which are presented in the preceding chapters. The first comparative analysis which was accomplished, contrasted and compared the description of the high quality supervisor based on the literature search, with the description of the high quality supervisor based on Air Force inputs. The second comparative analysis contrasted and compared the description of the low quality supervisor based on the literature search, with the description of the low quality supervisor based on Air Force inputs. The final comparative analysis contrasted and compared a composite description of the high quality supervisor with a composite description of the low quality supervisor.

The data from the literature search primarily represent the perceptions of a subordinate in a civilian organization, while the data from Air Force employees represent the perceptions of a subordinate employed by the military. Thus, the first two comparative analyses were accomplished to determine if any significant differences exist between subordinate viewpoints in these two different types of organizations. The primary purpose of the comparative analysis between the composite descriptions was to ascertain the similarities and differences between the central concepts presented by each composite description.

In the comparative analyses, central concepts rather than individual data elements are contrasted and compared. The use of central concepts is necessitated by the wide variety of personal opinions and individualized experiential views presented by the input data. The input

data provided a large number of separate data elements, many of which presented a different idea. However, many of the ideas tended to cluster around a central concept, with separate ideas in the cluster providing a slightly different perspective on the central concept. The central concept, therefore, represents and expresses the primary thrust of a cluster of ideas. The central concept provides a better basis for the comparative analysis since it removes differences in data due to individual expression or experience, while retaining the main idea.

The following section discusses the results of the comparative analysis between the two descriptions of the high quality supervisor.

Comparative Analysis - High Quality Supervisor

The comparative analysis between the description of the high quality supervisor based on the literature search, and the description of the high quality supervisor based on inputs from Air Force employees, did not indicate any significant differences. With two exceptions, to be presented later, the central concepts presented by each of the descriptions agreed. The primary difference between the two descriptions is found in the specific statements used to convey the central concept.

As an illustration of this primary difference, both descriptions conveyed the central concept that the high quality supervisor applies a practical, common-sense approach to problem solving. The data from the literature search conveyed this concept with statements such as the high quality supervisor: solves problems with good judgement, understanding, and openness; possesses common sense in handling problems; and treats the causes, rather than the symptoms of problems. The data from the Air Force inputs conveyed this same concept with statements such as

the high quality supervisor: is able to analyze and define the overall problem, uses a practical approach to problem solving, and is able to find the actual cause of a problem. Thus, while both of the data sources address the problem handling ability of the high quality supervisor, each source does so with slightly different statements.

The first exception to the overall agreement between the descriptions concerned unions. The data gathered from the literature search, which represent the views of subordinates in a civilian organization, address unions; the data gathered from Air Force inputs did not. However, since many civilian employees of the Air Force are represented by a union, the Air Force supervisor often interacts with unionized subordinates.

A possible explanation for this disparity is that the unions representing civilian employees of the Air Force do not dominate the supervisor-subordinate relationship as do the unions in civilian organizations. Thus, unions normally do not play a major role in the relationship between the Air Force supervisor and the civilian Air Force subordinate. Another possible explanation is that the majority (approximately 75 percent) of the Air Force respondents were military employees, who are not represented by a union. For the military employee, unions are not a current issue.

The other exception to the overall agreement between the descriptions of the high quality supervisor, concerned the manner in which this supervisor recognizes sustained above-standard performance by subordinates. The data gathered from Air Force employees emphasized the use of performance reports for recognition; the data gathered from the literature search emphasized the use of promotions and pay increases for recognition.

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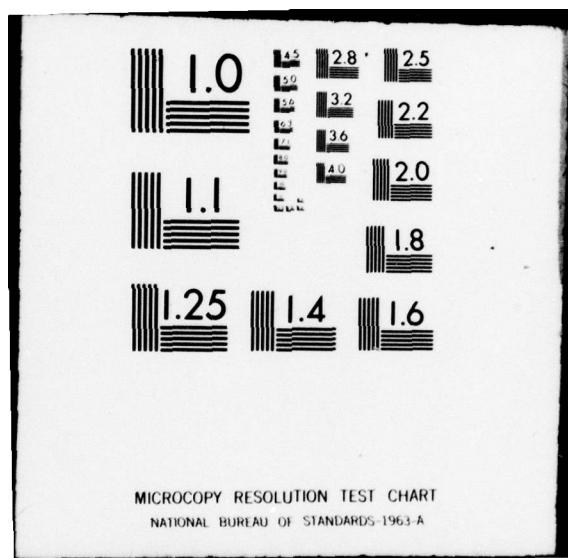
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A possible explanation for this difference is that approximately 70 percent of the respondent Air Force employees were military officers. The performance report has a major impact on the careers of this group. Additionally, with the exception of infrequent instances involving civilian employees, the Air Force supervisor does not have the opportunity to recommend pay increases or promotions for military employees. Thus, the performance report is the most visible reward for sustained performance above standards by Air Force subordinates. The superior in a civilian organization, conversely, normally has more latitude to recommend promotions or pay increases for sustained performance above standards.

Comparative Analysis - Low Quality Supervisor

As discussed in Chapter IV, an observed trend in the literature is that authors tend to accentuate the high quality supervisor, rather than the low quality supervisor. As a result, the amount of data concerning the low quality supervisor gathered from the literature search is limited, and is significantly less than the amount of data concerning this supervisor gathered from Air Force inputs. For example, in regard to the supervisory style used by the low quality supervisor, the literature search yielded three applicable data elements, while the Air Force inputs yielded twelve applicable data elements. The smaller amount of data from the literature search concerning the low quality supervisor, affected the comparative analysis; however, the net effect of the limited amount of data from the literature search was slight.

Overall, the comparative analysis indicated an agreement between the central concepts presented in the description of the low quality supervisor based on the data gathered from the literature search, and the central concepts presented in the description of the low quality supervisor based on the data gathered from Air Force inputs. The primary differences between the two descriptions was found in the manner in which the central concepts were conveyed.

Exceptions existed to the overall agreement between the two descriptions. These exceptions were primarily attributed to the limited amount of data associated with the literature search. The first of these exceptions concerned the problem handling ability of the low quality supervisor. The Air Force data characterized this supervisor as being slow to detect problems. According to this data, once this supervisor found a problem, the action taken was normally untimely and insufficient, and often addressed the symptoms rather than the cause of the problem. The data gathered from the literature search did not address the problem handling ability of this supervisor.

Another exception concerned the personal relationship developed between the low quality supervisor and subordinates. The data gathered from the literature search did not address this relationship. The data gathered from Air Force employees adressed this relationship by stating that this supervisor either tries to become too close to subordinates, or totally ignores subordinates and often does not even know the names of subordinates.

The final exception concerned the manner in which the low quality supervisor recognized the performance of subordinates. The data gathered from Air Force employees stated that this supervisor abuses the

recognition system. The data gathered from the literature search did not address this issue.

Minor differences also existed between the descriptions, and were also attributed to the limited size of the data gathered from the literature search. These minor differences concerned the inability of this supervisor to apply personal intelligence, and the failure of this supervisor to act as an advocate for subordinates with superiors. These ideas were conveyed by the data from the Air Force inputs, and not by the data from the literature search.

Comparative Analysis - Composite Description

To accomplish this analysis, the central concepts presented by the description of the high quality supervisor based on the literature search, and the central concepts presented by the description of the high quality supervisor based on Air Force inputs, were consolidated. This composite description is presented in Chapter VIII as a normative profile of the high quality supervisor. The central concepts presented by the description of the low quality supervisor based on the literature search, and the central concepts presented by the description of the low quality supervisor based on Air Force inputs, were also consolidated. The primary use of the composite description of the low quality supervisor is for this comparative analysis. Thus, this description is not presented separately elsewhere in this thesis.

Overall, the results of this comparative analysis indicate that the central concepts presented by the composite description of the high quality supervisor, are the antithesis of the central concepts presented by the composite description of the low quality supervisor. As an

example, the composite description of the high quality supervisor characterizes this supervisor as being emotionally stable and mature. The composite description of the low quality supervisor characterizes this supervisor as being emotionally unstable and immature. However, there are exceptions to the opposition of viewpoints between the two composite descriptions, the more significant of which are presented below.

The first significant exception concerns unions. The composite description of the high quality supervisor stressed the interaction of this supervisor with unions. The composite description of the low quality supervisor did not address unions.

Another exception is that both composite descriptions often characterized the supervisor as being intelligent. However, the disagreement between the descriptions surfaced in the discussion of the manner in which the supervisor applied personal intelligence. The high quality supervisor is characterized as being able to apply personal intelligence in day-to-day situations. Conversely, the low quality supervisor is characterized as not being able to apply personal intelligence by often being confused and fuzzy in thinking. In this respect, the composite descriptions present somewhat differing concepts.

In the following areas, the composite descriptions did not present opposing concepts. Instead, the concept presented by the composite description of the high quality supervisor, is between the opposing extremes presented by the composite description of the low quality supervisor.

The first area concerns the personal relationship which exists between the supervisor and superiors. The composite description of the

high quality supervisor depicts this relationship as being sound, and as being characterized by a mutual respect. The composite description of the low quality supervisor depicts this relationship as either being characterized by open hostility, or as being characterized by the supervisor being obsequious.

The other area concerns the inner drive of the supervisor. The composite description of the high quality supervisor characterizes this supervisor as being highly motivated. The composite description of the low quality supervisor characterizes this supervisor as being either overly ambitious to the point of causing resentment among others, or as being totally without ambition and motivation.

Overall Comments Concerning the Analysis

There is an overall agreement between the descriptions of the high and low quality supervisor based on the data gathered from the literature search, and the descriptions of the high and low quality supervisor based on inputs from Air Force employees. This agreement indicates that the perceptions of an Air Force subordinate do not differ significantly from the perceptions of a subordinate in a civilian organization, concerning the attributes and actions that characterize the high quality supervisor and the low quality supervisor. This agreement also suggests a universal opinion concerning the determinants of the quality of a supervisor, which do not depend upon the type of organization to which the supervisor belongs.

The comparative analysis revealed that there were no instances of the identical concept being presented both in the description of the high quality supervisor, and in the description of the low quality supervisor;

the distinction is clearly marked. The concepts presented in the description of the high quality supervisor were the antithesis of the concepts presented in the description of the low quality supervisor. This indicates a clear contrast between perceptions of subordinates concerning the attributes and actions that characterize each type of supervisor. Additionally, this suggests that a sharp distinction exists between these different types of supervisors.

The following chapter presents the normative composite profile of the high quality supervisor. Since the primary thrust of this thesis is to stress the desirable, the normative composite profile of the low quality supervisor is not presented, although a periodic review of such negative characteristics and actions might serve to cause a conscious avoidance.

VIII. NORMATIVE PROFILE OF THE HIGH QUALITY SUPERVISOR

The normative profile of the high quality supervisor is presented in this chapter in fulfillment of the primary objective of this thesis. This profile presents the description of the supervisor who is at the upper end of the spectrum of quality, and applies to desirable qualities for supervisors at any level throughout the organizational hierarchy. The elements of this profile represent the judgement of subordinates concerning the relative merit of the actions and attributes of the supervisor, and are derived from the central concepts extracted from the combination of the data gathered from the two primary sources. This profile devolved clearly and logically from the composite data.

The results derived from the comparative analyses, as presented in the previous chapter, project and support the validity of this profile. The elements contained in this profile were, for the most part, agreed upon by the data from both the literature search and the inputs of Air Force employees, as being characteristic of the high quality supervisor. The antithesis of the separate elements contained in this profile were, for the most part, agreed upon by the data from both the literature search and the inputs of Air Force employees, as being characteristic of the low quality supervisor. The general agreement on the descriptors of the high quality supervisor, in conjunction with the clear distinction between the descriptors of the high quality and low quality supervisor, support the validity of the profile presented in this chapter.

Organization of the Profile

The elements contained in this profile are classified into the

following categories.

1. Personal Attributes
2. Personal Awareness
3. Human Relations
4. Organizational Performance
5. Supervisory Style
6. Departmental Operation

As explained in Chapter II, Research Methodology, these categories differ from the categories used in Chapter III through Chapter VI. The primary purpose of the categories used in the previous chapters was to facilitate the analysis of the large amount of input data. Once the input data were analyzed, the data were condensed, and the central concepts were extracted from the data. The resulting categories as listed above provided a more convenient means of presenting the condensed data for the reader, than the categories used in the previous chapters.

The following presents the normative profile of the high quality supervisor. This profile is formatted in such a manner that it can be extracted from this study and stand alone as a future reference for both students and practitioners of supervision.

NORMATIVE PROFILE OF THE HIGH QUALITY SUPERVISOR

The normative profile of the high quality supervisor presents the supervisor who is at the upper end of the continuum of quality. This profile presents the views of subordinates concerning the attributes and actions which characterize the high quality supervisor. This profile is applicable to supervisors throughout the hierarchy in any type of organization.

1. Personal Attributes. The following statements present the perceptions of subordinates concerning the personal characteristics of the high quality supervisor.

The high quality supervisor . . .

- a) ... is emotionally stable and mature with a healthy outlook on people and life.
- b) ... possesses a high moral integrity which is embodied in high moral, ethical, and professional standards.
- c) ... is highly motivated, has a strong drive to achieve.
- d) ... is dynamic, ambitious, energetic, and enthusiastic.
- e) ... has clearly defined personal goals, and a well conceived plan for achieving the goals.
- f) ... has a good sense of humor.
- g) ... is an excellent speaker, writer, and listener.
- h) ... has the ability to communicate with people throughout the organizational hierarchy.
- i) ... is clear and well organized in thinking, is objective and open minded.

2. Mental Awareness. The following statements described the perceptions of subordinates concerning the knowledge and mental abilities of the high quality supervisor.

The high quality supervisor . . .

- a) ... is intelligent, possesses a broad range of knowledge

which encompasses: job knowledge, background knowledge, people knowledge, and knowledge about outside interests.

- b) ... has a thorough knowledge of: the duties of subordinates, the technical details associated with the department, and the duties of the other departments within the organization, and is aware of the manner in which the department interacts with and is interdependent upon other departments within the organization.
- c) ... knows the capabilities and limitations of the department and of each subordinate.
- d) ... is aware of own personal capabilities and limitations.
- e) ... makes a continuing effort to stay current in field of personal expertise.

3. Human Relations. The following statements describe the views of subordinates concerning the manner in which the high quality supervisor relates to and interacts with others.

The high quality supervisor . . .

- a) ... has a well developed working knowledge of human relations.
- b) ... follows the Golden Rule in the treatment of others.
- c) ... is people oriented, displays empathy and concern for others, has a high regard for human dignity, and has the ability to overlook the bad points and concentrate on the good points of people.
- d) ... develops a sound personal relationship with others which is characterized by mutual trust, loyalty, respect, and an open and honest flow of communications.
- e) ... has developed a personal relationship with each subordinate, while maintaining the proper emotional distance from subordinates in order to maintain objectivity.
- f) ... develops a personal interest and a genuine concern in the personal problems, needs, and desires of subordinates; becomes involved in the personal affairs of subordinates when specifically asked, or when the work of the subordinate is suffering.

- g) ... encourages the self development of subordinates by encouraging and permitting subordinates to attend college courses, career broadening courses, and special schools, even if doing so creates a temporary hardship on the department.
- h) ... counsels subordinates on their strengths and weaknesses, and counsels subordinates on how to capitalize on their strengths and correct their weaknesses.
- i) ... praises subordinates in public, criticizes subordinates in private.
- j) ... Uses good judgement in criticism and praise. Does not hesitate to discipline when warrented by the situation.

4. Organizational Performance. The following statements present the views of subordinates concerning the manner in which the high quality supervisor discharges the duty of the supervisor to the organization.

The high quality supervisor . . .

- a) ... strongly supports the organization and works toward the effective accomplishment of the mission.
- b) ... fully supports the policies and procedures of the organization. However, questions policies and procedures that conflict with personal values, or that seem to require revision.
- c) ... accepts the position of subordinate in relation to the superiors in the organizational hierarchy.
- d) ... is the primary interface, and thus provides the primary channel of communications, between subordinates and superiors in the organizational hierarchy.
- e) ... maintains close coordination with other departments within the organization.

5. Supervisory Style. The following statements describe the style of supervision used by the high quality supervisor.

The high quality supervisor . . .

- a) ... emphasizes that subordinates are working with and not

for the supervisor.

- b) ... allows subordinates to participate in the planning and decision making processes within the department.
- c) ... encourages subordinates to provide ideas and suggestions, and to make decisions concerning personal duties.
- d) ... has developed an open, two-way flow of communications whereby subordinates are kept fully informed.
- e) ... insures that each subordinate is aware of the manner in which each job contributes to the overall accomplishment of the mission of the organization.
- f) ... delegates the appropriate responsibility and authority, then provides subordinates with the freedom and latitude to do their job.
- g) ... establishes only the departmental policies and procedures that are absolutely necessary to ensure the accomplishment of the mission.
- h) ... views the supervisory role as removing the obstacles that hinder the productivity of subordinates.
- i) ... respects the position of the union, and honors the provisions of the union contract when supervising unionized employees.

6. Departmental Operation. The following statements present the views of subordinates concerning the manner in which the high quality supervisor discharges the supervisory duties associated with operating the department.

The high quality supervisor . . .

- a) ... is an effective and innovative manager who has well developed managerial skills in the areas of planning, organizing, directing, and controlling.
- b) ... provides overall objectives, which are both reasonable and realistic.
- c) ... recognizes and accepts the ultimate responsibility for the department, and thus accepts the blame and absorbs the criticism that is directed toward the department.

- d) ... insures that the mission of the department is accomplished, and that deadlines are met.
- e) .. operates a safe and efficient department.
- f) ... seeks improvements in methods and equipment to increase the effectiveness of the department in accomplishing the mission.
- g) ... does not avoid making decisions, however difficult.
- h) ... accomplishes the decision making process without vacillation or unnecessary delay, by first gathering relevant information, then through a thorough analysis of the information, arriving at the decision.
- i) ... detects problems and potential problem areas. Once a problem is found, is prompt in handling the problem, regardless of the unpleasantness of the problem.
- j) ... applies a practical approach to problem solving, which is aimed at removing the causes rather than just treating the symptoms of the problem.
- k) ... has a well developed training program which is aimed at increasing the skills and knowledge of subordinates, and which addresses the following areas: initial training for new subordinates, proficiency training for all subordinates, and upgrade training to develop subordinates to assume positions of greater responsibility.
- l) ... sets fair and realistic performance standards which cause subordinates to stretch their abilities to reach the standards. Provides appropriate rewards for sustained performance that exceeds the standards.

This normative profile of the high quality supervisor has potential utility as a self-check guide for supervisors. A supervisor can compare personal attributes and actions to those contained in the profile, which project actions and attributes that subordinates believe to be important. However, it must be realized that this is a normative profile. Some of the factors contained in this profile will not be applicable in every situation. Thus, the supervisor must make a good assessment of the personal situation before making a self-evaluation against the profile.

It is recognized that this profile is not all-encompassing. This profile is based on the results of a limited research effort. Further research would undoubtedly add to or further refine this profile. Additionally, it is recognized that the organization used to present the elements of this profile is only one of the many ways in which these elements could have been organized.

This concludes the presentation of the normative profile of the high quality supervisor. The next chapter, Chapter IX, presents the summary, conclusions, and recommendations of this research effort.

IX. SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This chapter summarizes the research effort, presents the key conclusions that were derived, and offers pertinent recommendations.

Summary

The perceptions of a subordinate concerning the quality of the supervisory attributes and actions, have a strong potentiality to influence both the production of the subordinate and the overall effectiveness of the organization. It is important, therefore, that a supervisor become aware of, and gain an understanding of the supervisory actions and attributes which influence the subordinate view and perception of supervisory quality.

A need existed for a current and more complete study of subordinate views regarding factors which influence supervisory quality. Such a study would provide better insight to practicing and potential supervisors regarding the views of subordinates relative to supervisory quality.

The primary objective of this research effort is the development of a normative profile of the high quality supervisor. This profile presents supervisory attributes and actions associated with the supervisor who is highly rated and acclaimed by subordinates. This primary research objective, in conjunction with three secondary research objectives were developed to fulfill the need. The specific research objectives which were established are as follows.

1. To develop a normative profile of the high quality supervisor.
2. To develop a description of a high quality supervisor and a low

quality supervisor based on data gathered from a search of the current literature.

3. To develop a description of a high quality supervisor and a low quality supervisor based on data gathered from inputs provided by Air Force employees.
4. To contrast and compare the various descriptions to identify any significant differences in perception and opinion concerning the quality of supervision.

The contents of this thesis are organized to report on the accomplishment of these objectives.

Two terms, "high quality supervisor" and "low quality supervisor," were used extensively throughout this thesis. These two terms were chosen for classification convenience and represent relative, rather than absolute terms. These terms are used simply for the sake of presenting opposing views and opinion throughout this thesis.

This research effort is based on two primary sources of data. One source consisted of an extensive survey of the current literature from which data were gathered concerning supervisory attributes and actions. From these data, separate descriptions of the high quality supervisor and the low quality supervisor were developed.

The second source of data consisted of inputs from approximately 535 military and civilian employees of the Air Force. Approximately 325 of these Air Force employees were Graduate Systems Management students attending the Air Force Institute of Technology during the period of 1968 to 1978. The remaining 210 were employees at Wright-Patterson AFB, Ohio, and were interviewees for a research effort accomplished by Daugavietis and Harris (Ref 14).

Essentially, each of the Air Force employees was asked to describe the actions and attributes of his or her best and worst supervisor.

From the compilation of these original responses, a creative and candid description of the high quality supervisor and a description of the low quality supervisor was developed.

The data collected from the literature search primarily represent the perceptions of a subordinate in the private sector, while the data from Air Force employees represent the perceptions of a subordinate employed by the military. The respective descriptions based on each source of data were contrasted and compared to determine if differences in perception existed between subordinates in the two types of organizations.

The results of these comparative analyses did not indicate general patterns of differences between the perceptions concerning supervisory quality of subordinates in the private sector, as compared to views expressed by subordinates in the military. There were exceptions to this overall agreement, however. Two specific exceptions existed between the high quality supervisory descriptions: the data from the literature search addressed a requirement to deal effectively and relate to unions; the data from Air Force employees did not address this issue. The data from the literature search stressed promotions and pay increases, while the data from Air Force employees stressed performance reports as a reward for sustained above-standard performance. Some exceptions also existed relative to the otherwise general agreement between the low quality supervisory descriptions. The data from Air Force employees addressed the following: the personal relationship between the supervisor and subordinates, the problem handling ability of the supervisor, and the manner in which the supervisor recognizes the overall performance of subordinates. The data gathered from the literature search did not

address these three issues.

The data gathered from each primary source were synthesized to form a composite description of the high quality and the low quality supervisor. A comparative analysis was accomplished between these composite descriptions for the purpose of ascertaining the similarities and differences between the concepts presented in each description.

Overall, the results of the comparative analysis indicate that the concepts presented by the composite description of the high quality supervisor are the antithesis of the concepts presented by the composite description of the low quality supervisor. As an example, the high quality supervisor is characterized as providing overall goals for the department, allowing subordinates to participate in planning and decision making, and providing subordinates with the freedom and latitude to do their job. The low quality supervisor, conversely, is characterized as not providing overall goals for the department, accomplishing the planning and decision making personally, and overcontrolling subordinates in the accomplishment of their duties.

The composite description of the high quality supervisor is presented as a normative profile of the high quality supervisor in fulfillment of the primary objective of this research effort. The elements contained in this profile were, for the most part, in clear agreement and reinforced by the data from both the literature search and the inputs of Air Force employees, as being characteristic of a high quality supervisor. The antithesis of the separate elements of the profile were, again, for the most part agreed upon and substantiated by the data from both sources, as being characteristic of the low quality supervisor.

Some of the key elements of this normative profile of the high quality supervisor are as follow:

1. Is emotionally stable and mature with a healthy outlook on people and life.
2. Possesses a strong inner drive.
3. Is intelligent and possesses a thorough and broad range of knowledge.
4. Has a well developed working knowledge of human relations.
5. Strongly supports the organization and works toward the effective accomplishment of the mission.
6. Projects and emphasizes the participative style of management.
7. Is an innovative manager who operates an efficient department.

This profile as presented in this thesis, can be extracted and used by both students and practitioners of supervision as a self-check guide. A supervisor can compare personal attributes and actions to those contained in the profile, and emulate those supervisory actions and attributes which subordinates perceive to be important. Additionally, a supervisor can consciously avoid the antithesis of the attributes and actions contained in the profile.

This completes the summary of the research contained in this thesis. The following section presents and briefly discusses the major conclusions of this research effort.

Conclusions

The following conclusions were derived as a result of this research effort.

1. There exists a common perception among subordinates concerning the factors that influence supervisory quality.

Subordinates in the private sector, and in the Air Force generally agreed on the supervisory attributes and actions that characterize the high, and the low quality supervisor. This

agreement suggests a nearly universal opinion among subordinates concerning the determinants of supervisory quality.

2. There exists a clear contrast between the perceptions of subordinates concerning the attributes and actions that characterize the high quality, and the low quality supervisor.

There is a marked distinction between the opposing factors used by subordinates to characterize each type of supervisor. Thus, an attribute or action associated with one type of supervisor is not used to characterize the other type of supervisor. This suggests that a clearly established distinction exists between the high quality and the low quality supervisor.

3. The normative profile of the high quality supervisor, as developed and presented, is validated in the results of this research effort.

The elements of this profile were agreed upon by the data gathered from two totally different sources, as characteristic of the high quality supervisor. The antithesis of the elements of this profile were likewise agreed upon by the different sources, as being characteristic of the low quality supervisor.

4. The profile is representative of supervisors throughout the organizational hierarchy.

The scope of this research effort was not limited to the first-line supervisor. Rather, this research effort encompassed supervisors at all levels in the organizational hierarchy. Since the data from the literature were not diagnosed to any fixed level, and the Air Force data represented respondents covering the range of military and civilian grades, the results are applicable to a variety of supervisory levels.

5. The normative profile has potential utility.

It is important that supervisors become aware of, and develop an understanding of the supervisory actions and attributes that influence the perception of subordinates concerning supervisory quality. This profile provides supervisors with one means to obtain the needed awareness and understanding.

The conclusions presented in this section reflect a growing recognition of the need and potential value of a discussion of the supervisory characteristics that subordinates perceive as influencing supervisory quality. The final portion of this thesis presents recommendations.

Recommendations

Based on the findings and conclusions of the research accomplished and reported in this thesis, the following recommendations are offered.

1. It is recommended that the normative profile of the high quality supervisor be extracted and utilized.

This profile has potential utility as a future reference by both students and practitioners of supervision, and thus, is formatted as a summary which can be extracted from this study. The utility of this profile is to acquaint practicing and potential supervisors with a composite and current analysis and summary of the views of subordinates concerning desirable supervisory traits.

2. It is recommended that continuing research be conducted in the subject area of supervision.

Dr. Raymond H. Klug, Professor of Management, Department of Systems Management, has sponsored seven theses in the subject area of supervision. Dr. Klug should continue the initiation and sponsorship of research into the various aspects of supervision in order to provide additional insight into this critical area of need.

3. It is recommended that a further study be accomplished to contrast the subordinate views presented in this effort, with the supervisory views concerning the determinants of supervisory quality.

The views of supervisors concerning the determinants of supervisory quality should be attained via a separate thesis research effort, in order to compare with the views of subordinates contained in this thesis. This study would reveal the degree of congruency between the perceptions of subordinates and supervisors from a representative number of supervisory levels.

4. It is recommended that the valuable raw input data used in this research effort be further analyzed and treated to develop further inferences.

The input data to this research effort represents the views of approximately 535 Air Force employees, and thus, has the potential to provide a wealth of additional information. Additional analysis of these data could consist of separately comparing and contrasting the views of each respondent concerning the high quality versus the low quality supervisor. The objective of this analysis would be the determination of

the extent to which each respondent projected a strong feeling about a specific requisite attribute or action of each type of supervisor. The results of this study could be in the form of a review and analysis of both the topical frequency and intensity of each requisite action or attribute.

The presentation of recommendations concludes the discussion of this research effort. The objectives set forth at the beginning of this research effort have been fulfilled.

Deep personal appreciation is extended to Dr. Raymond H. Klug for initiating the study, and for spending numerous hours in directing, guiding, and assisting in this research effort.

This study has been an enlightening and satisfying personal development and learning experience. Much personal insight has been gained concerning subordinate views on the determinants of the quality of supervision. This personal insight will apply in future assignments which entail supervisory duties. The experience and methodology gained in accomplishing this research project will be of real value in future requirements for independent staff studies. It is hoped that the efforts reported in this thesis may also prove informative and useful to others in the future. This concludes the report of this research effort.

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APPENDIX A

ACTIONS AND ATTRIBUTES OF THE HIGH QUALITY SUPERVISOR,
BASED ON THE LITERATURE SEARCH

I. Actions and Attributes Pertaining to the Supervisor - Subordinate Relationship

A. Supervisory Style

1. Provides an opportunity for employee decision making.
2. Lets employees assist in the planning.
3. Lets workers have a say in how to do their jobs.
4. Solicits opinions and advice from employees.
5. Solicits suggestions to improve efficiency and insures that worthwhile suggestions are implemented.

B. Role in Setting Goals for Subordinates.

1. Reviews goals.
2. Provides overall goals.
3. Sets priorities.
4. Sets realistic goals that are worthwhile, challenging, and attainable.

C. Freedom for Subordinates on the Job

1. Allows subordinates the freedom to do the job their own way.
2. Does not unnecessarily bother employees.
3. Provides both the authority and the responsibility necessary to do the job.
4. Stays in the background.

D. Influence on the Productivity of Subordinates.

1. Insures that safe practices are used.
2. Shows subordinates how the job can be done in a better way.
3. Shows each worker how each job fits into the department, and how the department fits into the organization.
4. Matches man and job effectively.
5. Shows an interest in the work of each subordinate.
6. Provides a safe and healthful environment.
7. Mixes job assignments by combining jobs that workers can easily handle with jobs that stretch the abilities of the worker.
8. Expects employees to be proficient while recognizing that perfection is never attained.
9. Develops and promotes employee pride in the product.
10. Lets people know that their contribution is important.
11. Has a good grasp of the abilities of each subordinate.

E. Style Used in Reward and Punishment

1. Praises in public and criticizes in private.
2. Provides frequent praise for good performance and constructive

criticism where needed.

3. Properly evaluates employees and keeps employees informed of their status and progress.
4. Gives public recognition for accepted suggestions.
5. Is firm with subordinates. Does not tolerate poor work.
6. Will fire inefficient employees.
7. Does not accept the credit, but passes it on to the employees.
8. Judges each worker against the same standard.
9. Establishes fair and reasonable performance standards that are high enough to allow the worker to stretch to attain the standards.
10. Sells employees on the importance of standards.
11. Bases recognition, promotions, and pay increases on merit and work performance.
12. Does not change standards on a whim.

F. Role in Employee Development

1. Trains workers for promotions.
2. Develops capable employees.
3. Gives employees the opportunity to accept greater responsibilities.
4. Develops employees for advancement.
5. Supports employee advancement either within or outside of the organization.
6. Is good at breaking in new employees by providing thorough training.
7. Trains workers to do a good job.
8. Has a plan for getting new employees started.

G. Personal Interest in Subordinates

1. Takes a personal interest in the employee.
2. Makes an effort to understand the problems of the employee.
3. Encourages self-improvement.
4. Is willing to view things from the viewpoint of the employee.
5. Is willing to help all employees that ask for assistance for both personal and job-related problems.
6. Is interested in, and sympathetic to employees.
7. Gets involved with the personal affairs of an employee only when the personal affairs affect the job performance of an employee, or when asked.
8. Makes a point to meet with and talk with each subordinate on a regular basis. Encourages the subordinate to talk about themselves.
9. Studies the actions and mannerisms of subordinates for symptoms of worry, trouble, or other problems. Once symptoms are found, works to correct the cause rather than the symptoms.
10. Encourages subordinates to bring problems to the personal attention of the supervisor.

H. Treatment of Subordinates

1. Builds respect rather than fear through behavior and manner with subordinates.
2. Considers the abilities, feelings, and probable reactions before approaching subordinates with an order.
3. Never ridicules a subordinate, but treats each subordinate with consideration and respect.
4. Never argues or uses profane or abusive language with subordinates.
5. Listens understandably when workers beef about minor manners.
6. Is fair in dividing and assigning work.
7. Stands up for subordinates.
8. Makes allowances for differences in subordinates.
9. Encourages teamwork.
10. Greets each subordinate pleasantly and sincerely, even when something is wrong.
11. Instills pride, never degrades subordinates.
12. Buffers subordinates from above.
13. Expects the best from each subordinate.
14. Respects the abilities of each subordinate.
15. Is consistent in the treatment of subordinates.
16. Is fair and prompt in the treatment of grievances.
17. Keeps promises to subordinates.
18. Lets subordinates know that they are working with, and not for the supervisor.
19. Values and respects what each subordinate has to say.
20. Has a positive attitude toward subordinates and motivates them to do their best.
21. Does not show favoritism.
22. Does not gossip or talk about employees with other employees.

I. Personal Relationship Developed with Subordinates

1. Knows men as individuals both on and off the job.
2. Respects the confidences of each employee.
3. Identifies with each employee.
4. Maintains the proper emotional distance from each employee.
5. Takes the time to talk about outside interests with each subordinate.
6. Has gained the confidence of subordinates.
7. Is well liked by subordinates.
8. Likes everyone in the department.
9. Does not let personal feelings or prejudices enter into the relationship with employees.
10. Maintains an informal relationship with employees.
11. Is approachable by employees.
12. Has personal faith and confidence in employees.
13. Cooperates with employees.
14. Is available for assistance and consultation.
15. Is loyal to the workers.

J. Flow of Communications with Subordinates

1. Listens to ideas, suggestions, and complaints of employees.
2. Answers questions from subordinates.
3. Provides feedback to employees.
4. Holds regular meetings with employees.
5. Provides guidance to employees.
6. Tells workers of changes before making them.
7. Informs workers of reasons for decisions.
8. Lets employees know what is happening and makes employees feel a part of it.
9. Keeps employees informed of problems and what is being done about them.
10. Passes instructions and policies to the workers.
11. Fully explains policies and procedures and provides insight concerning what is behind the policies and procedures.
12. Insures that employees know what is expected in terms of quality and quantity.

K. Interaction with the Union

1. Realizes the importance of unions.
2. Knows the current contract and its provisions.
3. Recognizes, accepts, and honors the contract.
4. Fully administers the items of the contract that are within the supervisory jurisdiction.
5. Administers the contract within the spirit and letter of the contract.

II. Actions and Attributes Pertaining to the Supervisor - Superior Relationship

A. Interface Between Subordinates and Superiors.

1. Buffers employees from higher ups.
2. Accepts criticism and responsibility for mistakes and does not "pass the buck" downward.
3. Absorbs accusations and complaints lodged by upper management, rather than allowing them to come to the employee.
4. Defends the interests of the employee with higher management.
5. Accurately represents the views of subordinates to superiors.
6. Passes suggestions from subordinates "up the line" by telling superiors exactly what the employee thinks.

B. Organizational Performance

1. Insures that group meets expectations and requirements of management.
2. Puts organizational goals ahead of personal goals.

3. Conserves organizational resources.
4. Questions policies, procedures, and practices to determine whether they are still relevant.
5. Conveys policies, procedures, and practices to the workers as though they were personal.
6. Defends the position of top management.
7. Insures that the mission is accomplished.
8. Subordinates own desires to the desires of the organization.

C. Personal Relationship with Superiors

1. Is on good terms with superiors.
2. Carries "weight" with superiors.
3. Has confidence in higher echelons.
4. Believes in support of superiors.
5. Accepts the authority of superiors.
6. Is a good follower.
7. Keeps superiors informed.

III. Personal Qualities of the Supervisor

A. Managerial Ability

1. Relaxed, comfortable, low-key style of management.
2. Adaptive - can adjust to all situations.
3. Able to bring order out of chaos.
4. Provides leadership by example and employs a management technique that accomplishes specific tasks most efficiently.
5. Willing to accept new approaches and take risks.
6. Is an organizer.
7. Is able to see the whole picture.
8. Sets realistic goals.
9. Is a team worker.
10. Is loyal to the organization.
11. Disciplinarian without creating martinetins.
12. Effective planner who plans ahead, takes all into consideration, and schedules well in advance.
13. Does not tolerate stand-still situations.
14. Enjoys responsibility.
15. Has a strong sense of reality.
16. Is a good salesman.

B. Decision Making Ability

1. Sure of convictions and decisions.
2. Gets the facts before deciding.
3. Able to tackle and make tough decisions.
4. Decisive.
5. Gets all information before making a decision.

6. Is a good decision maker - is not afraid to make a decision.
7. Has good judgement.
8. Never procrastinates.
9. Takes action based on good sound logic.

C. Problem Handling Ability

1. Treats causes rather than symptoms of problems.
2. Possesses common sense.
3. Is prompt and just in handling problems.
4. Is able to detect when something is causing trouble.
5. Is able to solve problems rather than place the blame.
6. Solves problems with good judgement, understanding, and openness.

D. Communicative Ability

1. Is a skilled communicator.
2. Expresses self well in writing.
3. Has the ability to communicate well with others at different levels in the organization.
4. Is a good listener.
5. Is responsive in communicating.
6. Is tactful.
7. Is courteous.
8. Is persuasive.

E. Human Relations Ability

1. Is people oriented.
2. Is able to make people feel comfortable and important.
3. Is honest with others.
4. Is sensitive to others.
5. Is able to work with and through others.
6. Can inspire others.
7. Is friendly, helpful, and interested in others.
8. Is able to recognize the good points of people and overlook the bad points.
9. Has empathy and concern for others.
10. Applies the Golden Rule in dealings with others.
11. Is a good judge of people.
12. Is approachable.
13. Is unbiased, unprejudiced, and impartial.
14. Respects the beliefs and views of other people. Does not deny someone else the right to his or her own thinking.

F. Mental Ability

1. Intelligent.
2. Well balanced.
3. Innovative.
4. Knowledgable.

5. Creative.
6. Capable.
7. Perceptive.
8. Able to think.
9. Objective.
10. Open minded.

G. Maturity

1. Displays an even temperament and behavior.
2. Admits mistakes willingly and accepts the blame.
3. Is emotionally stable.
4. Is confident.
5. Is fairminded.
6. Is patient.
7. Has a sense of humor.
8. Avoids displays of arrogance.
9. Has a healthy perspective on people and life.

H. Inner Drive

1. Is competitive and spreads this attitude through out the department.
2. Is ambitious and has the desire to grow and to move up in the organization.
3. Is dynamic, energetic, and enthusiastic.
4. Is dedicated.
5. Thinks and speaks in a positive manner.
6. Is highly motivated.
7. Is a self-starter.
8. Has courage.
9. Shows initiative.

I. Integrity.

1. Is trustworthy.
2. Is believable.
3. Is sincere.
4. Keeps promises.
5. Is honest.
6. Is dependable.
7. Has moral integrity.

IV. Job Performance of the Supervisor

A. Knowledge Associated with the Job

1. Is technically competent.
2. Knows how the work of the department fits in with the work of other departments.

3. Knows the limits of the supervisory authority.
4. Knows the rules and policies.
5. Knows personal responsibilities.
6. Knows how to do the job being supervised.
7. Has the curiosity to constantly update personal job knowledge.

B. Performance of the Job

1. Operates an efficient shop.
2. Is not preoccupied with personal job security.
3. Has confidence in personal performance of the job.
4. Keeps necessary written records and reports.
5. Insures that all equipment is operating properly.
6. Does not allow materials to be wasted.
7. Keeps in close touch with the activities of other departments.
8. Is willing to work.
9. Is always on the lookout for new equipment for the shop.
10. Has a genuine interest in personal work.
11. Is able to meet deadlines.
12. Performs the necessary tasks, whether they are rewarding or not.
13. Willing to tackle any job or circumstance.
14. Seeks improvements in methods.

APPENDIX B

**ACTIONS AND ATTRIBUTES OF THE LOW QUALITY SUPERVISOR
BASED ON THE LITERATURE SEARCH**

I. Actions and Attributes Pertaining to the Supervisor - Subordinate Relationship

A. Supervisory Style

1. Does not accept the ideas of subordinates.
2. Does not listen to the suggestions of workers.
3. Is too conservative, disallows serious consideration of new ideas submitted by subordinates.

B. Role in Setting Goals for Subordinates

1. Does not provide the needed goals or guidance to workers.

C. Freedom for Subordinate on the Job.

1. Fails to delegate the authority to subordinates where needed.
2. Oversupervises by watching everything that subordinates are doing too closely.
3. Uses straight-jacket controls due to a lack of confidence in the workers.

D. Influence on the Productivity of Subordinates

1. Fails to provide adequate materials or facilities.
2. Requires subordinates to perform work of a personal nature for the supervisor.
3. Rarely checks the cleanliness or convenience of facilities.
4. Rarely shows the employee how each job fits into the overall mission of the organization.
5. Does not switch subordinates from monotonous jobs.
6. Frequently and arbitrarily changes work rules and department policies.

E. Style Used in Reward and Punishment

1. Loudly criticizes and reprimands in the presence of others.
2. Finds fault with the performance of subordinates.
3. Rarely gives credit where credit is due.
4. Personally accepts all credit.
5. Rarely praises.
6. Sets standards that are too high.
7. Rarely gives subordinates a chance for recognition.
8. Is indifferent toward discipline and recognition.

F. Role in Employee Development

1. Rarely gives subordinates a chance to win promotions or to use their initiative.
2. Does not provide the opportunity for subordinates to advance.

3. Is unconcerned about the new worker, does not show new worker how to do the job.

G. Personal Interest in Subordinates

1. Usually pries into personal matters of subordinates.
2. Rarely considers that the subordinate may have personal problems that may affect job performance.
3. Rarely accepts excuses from subordinates.

H. Treatment of Subordinates

1. Shows favoritism toward certain individuals in the unit.
2. Uses subordinates as scapegoats for personal errors.
3. Fails to support and fight for subordinates.
4. Does not trust subordinates.
5. Gossips about subordinates with other subordinates.
6. Treats subordinates as inferiors, not as associates.
7. Rarely lets anyone forget who is the boss.
8. Treats everyone alike. Does not allow for personal differences.
9. Uses rank to compel compliance, or to bully subordinates.
10. Encourages division among subordinates.
11. Degrades subordinates.
12. Falsely accuses subordinates.
13. Considers each subordinate as one would consider a machine.

I. Flow of Communications with Subordinates

1. Provides poor instructions that are either too general or are incomplete.
2. Does not explain deadlines in advance.
3. Rarely tells subordinates what is going on.
4. Is unavailable when needed.

II. Actions and Attributes Pertaining to the Supervisor - Superior

Relationship

A. Interface Between Subordinates and Superiors

1. Does not buffer subordinates from superiors. Lets superiors interface directly with subordinates.

B. Organizational Performance

1. Has flagrant disregard of established office practices and policies and often reverses them.
2. Gets unnecessarily involved with the activities of other departments.
3. Does not observe organizational lines of authority.

C. Personal Relationship with Superiors

1. Cannot accept supervision from superiors.
2. Is a "yes man."
3. Toadies to superiors.
4. Is disloyal to superiors.
5. Criticizes superiors in front of subordinates.
6. Gives excuses to superiors for mistakes.
7. Has a negative point of view toward inputs from the boss.
8. Takes personal difficulties to the boss.
9. Frequently argues with the boss.
10. Believes that other subordinates of the boss receive preferred treatment.
11. Takes up too much of the time of the boss.
12. Can not be depended upon by the boss in time of emergency.

III. Personal Qualities of the Supervisor

A. Managerial Ability

1. Resists anything and everything.
2. Generates fear among subordinates.
3. Unwilling to accept responsibility.
4. Redelegates all authority so that all responsibility is shifted to others.
5. Sloughs off responsibility on others.
6. Adheres too closely to regulations to the point of pettiness.

B. Decision Making Ability

1. Is noncommitted.
2. Procrastinates.
3. Is indecisive.
4. Is inadequate in judgements and decisions.
5. Is almost impossible to get prompt, clear-cut decisions from this supervisor.
6. Disregards factual evidence.

C. Communicative Ability

1. Contentious and quarrelsome.
2. Has inadequate oral and written skills.
3. Has an inability to listen.
4. Fails to communicate with others.

E. Human Relations Ability

1. Is slanderous.
2. Is a rumor-monger.
3. Has no respect for the worker or others in the organization.
4. Has a lack of respect for or trust in others.

5. Has a lack of concern for people.
6. Has an absence of human relations feel.
7. Has an extreme self-interest.
8. Is prejudiced.
9. Is argumentative.
10. Is unable to cooperate with others.

F. Mental Ability

1. May have mental disorders.
2. Has a lack of foresight, imagination, or conceptual ability.

G. Maturity

1. Refuses to admit mistakes.
2. Is overly impressed with personal power.
3. Is arrogant, haughty, overbearing, has the right allies up the management ladder and lets people know it.
4. Is explosive. Is always annoyed and easily upset.
5. Has many angry outbursts. Shows fiery indignation.
6. Is paranoid.
7. Can not accept criticism.
8. Gets rattled easily.
9. Lacks self-confidence.
10. Is emotionally immature.
11. Sulks.
12. Lacks patience.
13. Becomes excitable and unnerved under stress.

H. Inner Drive

1. Has a desire to be someone else.
2. Is overambitious to the point of being impatient with routine tasks.
3. Has no outside interests. Keeps nose to the grindstone.
4. Lacks initiative.
5. Will not take action.

I. Integrity

1. Has bad personal habits.
2. Is dishonest.
3. Is deceitful.
4. Is unreliable.
5. Abuses status privileges.

IV. Job Performance of the Supervisor

A. Knowledge Associated with the Job

1. Has insufficient knowledge of the job.

2. Is unable to see the overall picture.
3. Lacks adequate technical knowledge.
4. Has insufficient trade knowledge.

B. Performance of the Job

1. Fails to carry load of the responsibilities.
2. Has a desire to do some other job.
3. Gets over involved in details.
4. Does not properly use organizational channels.
5. Has a high interest in outside activities.
6. Fails to give proper attention to business.
7. Does work of a personal nature in the office.
8. Places personal needs ahead of organizational needs.
9. Does not meet deadlines.
10. Is critical of change.
11. Is unable to handle the job.
12. Feels overwhelmed by assignments, and is easily discouraged.
13. Is afraid of doing something wrong.

APPENDIX C

ACTIONS AND ATTRIBUTES OF THE HIGH QUALITY SUPERVISOR,
BASED ON AIR FORCE INPUTS

I. Actions and Attributes Pertaining to the Supervisor - Subordinate Relationship

A. Supervisory Style

1. Practices participative management.
2. Encourages suggestions and ideas from subordinates. Implements those which are worthwhile, giving full credit to the person who provided the input.
3. Has the ability to translate suggestions and ideas into action.
4. Asks for and makes effective use of opinions from subordinates on matters affecting their work and the work of the department.
5. Obtains reaction of subordinates before implementing a new idea.
6. Allows subordinates to make decisions without fearing mistakes.
7. Accepts decisions from subordinates.
8. Makes decisions only when subordinates are unable to make the decision themselves.
9. Relies heavily on the competence and technical knowledge of subordinates when making decisions or answering questions.

B. Role in Setting Goals for Subordinates

1. Lays out the goals for the department, and lays out a clear and concise plan for achieving the goals so that no misunderstanding exists among subordinates.
2. Obtains support and understanding for goals.
3. Sets realistic goals.

C. Freedom for Subordinates on the Job

1. Delegates both the authority and the responsibility necessary to carry out the job.
2. Clearly defines goals and objectives, but provides the worker with the freedom and latitude to do the job in any manner deemed acceptable.
3. Even though complete freedom is given to the subordinate to do the job, always knows what subordinates are doing and follows up on their progress.
4. Exercises minimum control as long as the subordinate is accomplishing the job.
5. Provides only the amount of supervision that is necessary to do the job.
6. If a subordinate is misusing the delegated authority, does not hesitate to pull the authority.
7. Provides guidance only when sought, does not pre-empt the authority or judgement of subordinates.
8. Trusts the judgement of subordinates.

9. Trusts subordinates with major tasks.
10. Removes obstacles that stand in the way of the progress of subordinates.
11. Encourages self-initiated work.
12. Lets subordinates set their own work schedules whenever possible.
13. Lets subordinates arrive at solutions to their own problems.
14. Does not rework that which was accomplished by the subordinate.
15. Allows the subordinate who accomplished the job to present the results to others.

D. Influence on the Productivity of Subordinates

1. Is able to make each subordinate realize the importance of each job to the overall accomplishment of the mission.
2. Has subordinates think and reason about the manner in which the job is being accomplished.
3. Requires efficiency and professionalism from subordinates.
4. Has a good grasp of the abilities of each subordinate.
5. Properly allocates jobs among subordinates, giving each subordinate a variety of jobs which includes some challenging jobs.
6. Uses subordinates effectively.
7. Is honest enough to tell subordinates when the job is not done well, but is willing to provide assistance and suggestions for improvement.
8. Assists when the work load is heavy.
9. Makes an honest effort to better working conditions.

E. Style Used in Reward and Punishment

1. Always praises in public and criticizes in private.
2. Makes effective use of praise and criticism.
3. Establishes and uses standards which are realistic, and measurable, yet which are high enough to cause the subordinate to stretch abilities.
4. Makes periodic checks on the performance of subordinates.
5. Verbally expresses appreciation, then backs it up through written letters of commendation.
6. Is both impartial and consistent in rewarding performance.
7. Spends ample time to ensure that performance reports and commendations are meticulously prepared.
8. Does not use the performance report as a counselling slip.
9. Does not pass the blame to subordinates.
10. Criticizes actions, but does not criticize personalities, or humiliate employees.
11. Provides constructive criticism.
12. Points out errors when employees are unaware of the error.
13. Disciplines promptly and fairly, then does not bring up the error again.
14. Does not hesitate to fire incompetent subordinates.

F. Role in the Development of Subordinates

1. Insures that a well-planned training program exists for employee development.
2. Makes new people feel at home.
3. Has a well developed training program that moves employees from simple tasks to difficult tasks. The training is allowed to progress at a rate suited to the employee, but with encouragement provided by the supervisor.
4. Tells new employees exactly what to do. Provides more generalized instructions as workers become more proficient.
5. Applies personal job knowledge in such a way as to train and educate workers.
6. Establishes training sessions which are led by experienced workers.
7. Sets the example for subordinates.
8. Works to develop a logical thought process in subordinates.
9. As an employee finishes a task, provides the employee with a more challenging task.
10. Emphasizes that employees should learn from mistakes.
11. Counsels workers on their strengths and weaknesses, on how to capitalize on their strengths, and on how to improve on their weaknesses.
12. Insures that all employees are well trained on new equipment and procedures.
13. Trains employees to whom a promotion or transfer might bring on added responsibility, in order that the employee might be able to cope with the advancement.
14. Attempts to secure promotions for subordinates.
15. Trains subordinates to assume the supervisory position.

G. Personal Interest in Subordinates

1. Actively pursues a personal interest in subordinates.
2. Is interested in and is cognizant of the interests, attitudes, and problems of subordinates, both on and off the job.
3. Is interested in the personal problems of subordinates and makes a sincere effort to find out and to help alleviate the true cause of the problem.
4. Is genuinely concerned with the happiness and well being of subordinates.
5. Is able to anticipate the feelings of subordinates.
6. Pays attention to the personal and professional needs of subordinates.
7. Spends time with subordinates, rather than in the office, gauging their attitudes and inspiring them to better performance.
8. Has time for conversation with subordinates.
9. Counsels subordinates frequently.
10. Visits work centers regularly, even on holidays.
11. Encourages subordinates to achieve their potential.
12. Encourages study and self-advancement for subordinates.

13. Is willing to endure temporary hardships so that subordinates can attend special training and career broadening schools.
14. Knows the personal goals of each subordinate, and attempts to help subordinates reach their goals.
15. Finds jobs for subordinates which get them exposure with superiors.
16. Shows pride in the accomplishments and promotions of subordinates.

H. Treatment of Subordinates

1. Is fair, honest, yet firm in the treatment of subordinates.
2. Assumes the responsibility for mistakes, and shows understanding as to why the mistakes were made.
3. Recognizes individual differences in subordinates and treats subordinates accordingly.
4. Treats subordinates as professionals and respects the professional abilities of subordinates.
5. Advocates esprit de corps and teamwork.
6. Does not show favoritism.
7. Is considerate of, and shows respect for the rights of subordinates.
8. Buffers subordinates from the rest of the organization.
9. Treats subordinates with respect and dignity.
10. Never asks employees to do something that he/she would not do.
11. Willing to offer help or encouragement to subordinates when needed.
12. Makes subordinates feel like they are working with, and not for the supervisor.

I. Personal Relationship Developed with Subordinates

1. Develops a sound personal relationship with each subordinate.
2. The personal relationship is such that subordinates can freely express ideas and opinions.
3. Has won the faith, confidence, and cooperation of subordinates.
4. Is a friend, someone who is always available for subordinates to share confidences with.
5. Has faith, trust, and confidence in subordinates.
6. A mutual loyalty and respect exists between subordinate and supervisor.
7. Has a good rapport with subordinates.
8. Keeps the proper distance from subordinates, does not become one of the gang.
9. Has some faults, but because of this good personal relationship, subordinates are able to overlook the faults.
10. Holds social activities for the entire department.

J. Flow of Communications with Subordinates

1. Maintains adequate two way communications.

2. Provides clear and precise instructions.
3. Informs subordinates of the scope and range of their work.
4. Holds frequent meetings to insure that everyone is aware of the job to be done, and to clarify any questions.
5. Is willing to provide explanations and reasons for accomplishing a task in a certain manner, or why a less desirable task must be performed.
6. Keeps subordinates informed of current and proposed actions and policies along with potential changes and problems.
7. Discusses openly any decisions that may affect subordinates.
8. Is available to answer questions. If unable to answer the question at the time it was asked, will obtain the answer and provide it at a later time.
9. Provides adequate feedback to subordinates.
10. Lets subordinates know personal stance on issues and policies.
11. Gives subordinates a feeling of importance when talking to them.

II. Actions and Attributes Pertaining to the Supervisor - Subordinate Relationship

A. Interface Between Subordinates and Superiors

1. Buffers subordinates from superiors.
2. Insures that the upper echelons in the organization are aware of the accomplishments of subordinates.
3. Defends the interests of subordinates with superiors.

B. Organizational Performance

1. Supports and defends the interests of top management in front of subordinates.
2. Works efficiently, and with a positive attitude for the organization.
3. Questions the premises for any proposed project. Once assured of the position of top management regarding the project, treats the project as though it were a personal project.
4. Carries the share of the burden in coordinating with higher level organizations.
5. Passes information consistent with that of higher management to subordinates.

C. Personal Relationship with Superiors

1. Has effective influence with superiors.
2. Is able to express personal views to superiors tactfully, but forceful.
3. Realizes position as a subordinate under superiors.
4. Is loyal to superiors.
5. Is considered by superiors as an excellent example for subordinates.

III. Personal Qualities of the Supervisor

A. Managerial Ability

1. Is a good manager. Effectively plans, organizes, directs, and controls.
2. Has the courage to take risks, is willing to accept new ideas and try new solutions.
3. Is a good leader, has the ability to lead any type of organization.
4. Assumes full responsibility for the department.
5. Makes effective use of time.
6. Is able to sell ideas that are deemed to be worthwhile.
7. Manages the organization in such a manner that it will not fall on its face in the event of the absence of the supervisor.
8. Is practical and realistic in managing the organization.
9. Avoids politicizing.

B. Decision Making Ability

1. Has the ability to judge the relative importance of issues.
2. Does not make decisions based on politics.
3. Has the foresight to envision the future impact of present decisions.
4. Once a decision is made, there is no doubt as to the position of this supervisor on the issue.
5. Is decisive. When making a decision, first considers all pertinent facts, then arrives at the decision without unnecessary delay and without vacillation.
6. Is a good decision maker.
7. Has excellent judgement in assessing the strengths and weaknesses of each situation.
8. Provides decisions that are fair when assuming the role of an arbitrator.
9. Is able to make fast and accurate judgements under extreme pressure.
10. Irons out decisions before implementation.

C. Problem Handling Ability

1. Addresses all problems, regardless of how unpleasant.
2. Uses a practical approach to problem solving.
3. Is able to analyze and define the overall problem.
4. Has the ability to ask the pertinent questions that lead to the heart of the problem.
5. Is able to find the actual cause of the problem.
6. If possible, makes an on-the-spot correction.
7. Is willing to try new or unusual solutions when traditional solutions fail.
8. Looks ahead in an attempt to predict problems and potential problem spots.

D. Communicative Ability

1. Maintains an open flow of communications.
2. Is a good listener.
3. Is able to communicate on the same level with different types of people.
4. Possesses good oral and written communicative skills.
5. Is an accomplished and entertaining extemporaneous speaker.
6. Is able to speak intelligently.
7. Is an inspiring speaker.
8. Is able to express thoughts clearly and precisely.
9. Possesses an excellent vocabulary.
10. Is tactful when communicating with others.

E. Human Relations Ability

1. Has a genuine interest in people.
2. Has a well developed knowledge of human relations.
3. Takes precautions to consider the feelings of others.
4. Does not impose personal value system on others.
5. Has compassion and empathy for others.
6. Is personable.
7. Has a high regard for human dignity.
8. Is fair in dealing with others.
9. Has the ability to measure up others.
10. Is courteous with others.

F. Mental Ability

1. Is clear and well organized in thinking.
2. Has a wide range of interests and knowledge.
3. Is objective.
4. Is intelligent.
5. Has a well developed memory.
6. Has a wide range of background knowledge.
7. Has an open mind.
8. Has considerable forward vision.
9. Has exceptional insight.
10. Is rational.
11. Has a good analytical ability.

G. Maturity

1. Has a strong mature character.
2. Is consistent in behavior.
3. Is pleasant, easy-going, and patient.
4. Is not over-bearing or antagonistic.
5. Is willing to admit and take responsibility for mistakes.
6. Exercises self-control, even in a crisis.
7. Has a well developed sense of humor.
8. Realizes personal capabilities and limitations. Does not hesitate to use the abilities of others to fill in for personal limitations.

9. Does not seek or accept special treatment.
10. Professional conduct and appearance serves as an example to others.
11. Is self-confident to the extent of not being over concerned with own career.

H. Inner Drive

1. Is self-motivated.
2. Is dynamic, ambitious, and enthusiastic.
3. Has a large capacity for work.
4. Has clearly defined personal goals and a well developed self-improvement program for reaching the goals.
5. Views every experience as a learning experience.
6. Has a positive attitude.
7. Has a high achievement drive.
8. Possesses perseverance.
9. Is aggressive.

I. Integrity

1. Is respected by all, even outsiders to the organization.
2. Refuses to compromise.
3. Has a sense of justice.
4. Always keeps promises.
5. Has integrity.
6. Is honest.
7. Is conscientious.
8. Is a good family person and an outstanding member of the community.
9. Is devoted.
10. Has high moral, ethical, and professional standards.

IV. Job Performance of the Supervisor

A. Knowledge Associated with the Job

1. Knows all aspects of the job.
2. Is aware of personal role and responsibilities.
3. Has a good understanding of the functions of each of the departments within the organization.
4. Has a knowledge of the duties of subordinates.
5. Has a knowledge of the capabilities and limitations of the resources in the department, including the men and machines.
6. Has exceptional knowledge and proficiency in own field due to continual efforts to update personal knowledge.
7. Does "homework" to ensure preparedness for new jobs or projects.
8. Keeps informed on progress of jobs.

B. Performance of the Job

1. Is mission oriented and works hard to achieve organizational goals.
2. Accomplishes only the supervisory duties. Keeps "hands off" of the duties of subordinates, even though the expertise to do so may exist.
3. Makes efficient use of all resources within the department, including the human resources.
4. Provides safe and properly operating working facilities.
5. Provides the resources necessary to accomplish the job.
6. Establishes only the departmental policies and procedures which are necessary to accomplish the job.
7. Follows all established policies and procedures, but periodically reviews them for currency and correctness. Works to change those which require correction.
8. Continually searches for better ways to do the job.
9. Strives to meet established deadlines.
10. Is conscientious, even in the small tasks.
11. Handles the administrative details.

APPENDIX D

**ACTIONS AND ATTRIBUTES OF THE HIGH QUALITY SUPERVISOR,
BASED ON AIR FORCE INPUTS**

I. Actions and Attributes Pertaining to the Supervisor - Subordinate Relationship

A. Supervisory Style

1. Does not consult subordinates when making plans.
2. Refuses to accept or consider suggestions from subordinates.
3. Does not allow subordinates to make decisions, even in their area of speciality.
4. Only accepts ideas from subordinates when convinced that it was a personal idea from the start.
5. Dictates everything.
6. Believes that the supervisor is the only person with the knowledge to run the department.
7. If a subordinate makes a decision, does not support the decision.

B. Role in Setting Goals for Subordinates

1. Rarely outlines the overall goals of the organization.
2. Rarely defines the objectives for the department or the individual worker.
3. Provides vague goals
4. Does not provide realistic goals.

C. Freedom for Subordinate on the Job

1. Unwilling to allow subordinates to do their jobs.
2. Accomplishes important tasks personally, only trusts subordinates with trivial tasks.
3. Assigns important tasks to separate subordinates instructing each subordinate to accomplish the task independently. Once subordinates finish the task, does the task personally.
4. Overcontrols. Constantly watches and nit-picks subordinates, even on routine tasks.
5. Provides maximum control over important projects, and no control over other projects.
6. Reworks accomplishments of subordinates to suit personal style.
7. Delegates responsibility but not authority, or does not delegate at all.
8. Does not allow subordinates to use their imagination or initiative.
9. Is unable to control subordinates.
10. Views subordinates as being incompetent.
11. Believes that subordinates will work only when forced to work.
12. Is not properly informed on what subordinates are doing.

D. Influence on the Productivity of Subordinates

1. Does not provide clear and concise instructions and does not insure that subordinates understand these instructions.
2. Does not define job responsibilities.

3. Makes inefficient use of subordinates. Does not know the capabilities and limitations of each subordinate.
4. Distributes the work unfairly.
5. Makes unreasonable demands on subordinates through overtasking, or through assigning high priority jobs at quitting time.
6. Does not illustrate the manner in which each job fits into the overall mission of the organization.
7. Does not provide interesting or challenging work.
8. Frequently and arbitrarily changes work rules and guidelines.
9. When a subordinate is not properly doing the job, instead of providing assistance, does the work personally.
10. Uses subordinates to do work of a personal nature for the supervisor.
11. Makes no attempt to match subordinates to jobs. Either assigns jobs according to rank, or assigns jobs without any forethought.
12. Creates busy work if activity slows down.
13. Emphasizes trivia rather than the important tasks for which the department is responsible.

E. Style Used in Reward and Punishment

1. Either is insincere in praising subordinates, or fails to praise subordinates.
2. Blames subordinates for mistakes, but personally takes the credit for good performance by subordinates.
3. Misuses performance reports.
4. Does not explain the basis of performance reports.
5. Uses standards which are either inconsistent or are based on something other than performance.
6. Does not let subordinates know where they stand.
7. Is a poor judge of subordinates.
8. Does not criticize in private. Rather criticizes publically.
9. Punishes indiscriminately and for no apparent reason, without explaining the basis for the punishment.
10. Uses discipline improperly.
11. Records unfavorable information on subordinates, and encourages subordinates to provide unfavorable information on others.

F. Role in the Development of Subordinates

1. Does not have a long range training program for subordinates.
2. Places new people in positions for which they were not properly trained.
3. Prevents subordinates from becoming proficient.
4. Assumes that workers have a complete knowledge of the work.
5. Believes that subordinates should automatically be proficient in new tasks.
6. Does not train workers for advancement into the supervisory positions requiring a higher degree of skill.
7. Is only interested in the careers of favorites.

G. Personal Interest in Subordinates

1. Does not have a personal interest in subordinates.
2. Is unconcerned and unsympathetic about the personal problems, desires, and needs of subordinates.
3. Displays the attitude that personal problems should be left at home.
4. Does not counsel subordinates, or discuss personal matters with subordinates.
5. Pries into the personal lives of subordinates, but not out of concern for the subordinates.
6. Downgrades that which subordinates feel is important.
7. Has no interest in the personal development of subordinates.
8. Discourages self-improvement efforts which interfere with the work load.
9. Tries to retain good subordinates, even at the expense of the career of the subordinate.
10. Meddles in the personal lives of subordinates.

H. Treatment of Subordinates

1. Demonstrates a lack of consideration for subordinates.
2. Is inconsistent and arbitrary in the treatment of subordinates.
3. Is unreasonably harsh and inflexible in the treatment of subordinates.
4. Leads by intimidation.
5. Is too lenient with subordinates.
6. Does not trust or respect subordinates.
7. Treats subordinates as inferiors.
8. Requires that subordinates maintain standards above those which the supervisor is willing to maintain.
9. Shows favoritism toward certain subordinates.
10. Does not stand up for and buffer subordinates from superiors.
11. Patronizes subordinates by trying to buy their support.
12. Improves personal status at the expense of subordinates.
13. Treats subordinates as though they were deceitful and incompetent.
14. Carries grudges against subordinates.
15. Gossips and spreads rumors about subordinates.
16. Fails to keep promises, often makes promises which are impossible to keep.
17. Does not let subordinates forget who is the boss.
18. Tries to impress own morale on subordinates.
19. Develops informers among subordinates.
20. Does not recognize individual differences among subordinates.
21. Expects subordinates to cover for personal errors or personal violations of the rules.
22. Encourages cliques, not teamwork.
23. Often emphasizes deficiencies of subordinates.

I. Personal Relationship Developed with Subordinates

1. Does not make a sincere effort to know subordinates. Often does not know the names of subordinates.
2. Remains aloof from subordinates.

3. Does not make an attempt to socialize with subordinates.
4. Has poor rapport with subordinates.
5. Is neither liked nor respected by subordinates.
6. Is disloyal to subordinates.
7. Does not have trust, respect, or confidence in subordinates.
8. Is unapproachable by, and inaccessible to subordinates.
9. Does not keep the personal confidences of subordinates.
10. Tries to become "one of the gang."
11. Overly stresses social functions.

J. Flow of Communications with Subordinates

1. Either does not communicate with subordinates, or provides only downward communications.
2. Does not answer questions from subordinates.
3. Does not keep subordinates informed.
4. Provides unclear instructions.
5. Does not provide reasons for orders or instructions.
6. Does not tell subordinates what is expected of them.
7. Implements changes without informing subordinates prior to the change, and without explaining the reasons for the changes.
8. Does not meet with subordinates to discuss matters of importance.
9. Takes up too much of the time of subordinates with needless conferences.

II. Actions and attributes Pertaining to the Supervisor - Subordinate Relationship

A. Interface Between Subordinates and Superiors

1. When confronted by superiors, blames mistakes and errors on subordinates.
2. Does not support subordinates in dealings with superiors.
3. Contradicts subordinates when interfacing with superiors.
4. Does not buffer subordinates from superiors.
5. Requires subordinates to brief superiors for the sole purpose of impressing superiors.
6. Degrades subordinates in front of superiors.

B. Organizational Performance

1. Does not follow the chain of command or the established lines of authority.
2. Is openly overcritical of the organization.
3. Rarely defends the interests of the organization.

C. Personal Relationship with Superiors

1. Much conflict exists between the supervisor and superiors.
2. Degrades, and is critical of superiors in front of subordinates.
3. Openly criticizes and antagonizes superiors.
4. Never consults superiors on policy decisions.
5. Spends too much time politicing with superiors.
6. Is able to improve personal image with superiors at the expense of others.
7. Is superficial and hypocritical in dealings with superiors.
8. Fails to give superiors the opinions that they are seeking.
9. Is a "yes man."
10. Toadies to superiors.
11. Does not act without the approval of superiors.

III. Personal Qualities of the Supervisor

A. Managerial Ability

1. Is a poor manager, is unable to effectively plan, organize, direct, and control.
2. Delegates everything, does not accept the responsibility or authority for goal accomplishment.
3. Uses either the autocratic style of leadership, or the laissez faire style of leadership.
4. Employs crisis management.
5. Is unable to translate goals into action.
6. Employs drastic control measures.
7. Acts on impulse.
8. Strongly opposes change.
9. Is an empire builder.
10. Often creates confusion.

B. Decision Making Ability

1. Is unable to make decisions.
2. Often procrastinates then makes rash, last-minute decisions.
3. Because of a fear of making mistakes, refuses to make decisions.
4. Makes decisions based on gossip or sketchy information.
5. Makes untimely and illogical decisions.
6. Many decisions contradict past decisions.
7. Makes errors in judgement.
8. Is inflexible once a decision is made.
9. Does not stick to decisions, changes position indiscriminately.
10. Does not follow decisions with action.
11. Has an inability to understand the consequences of a decision.

C. Problem Handling Ability

1. Is slow to grasp that a problem exists.

2. Has poor judgement.
3. The action taken in regard to a problem is usually too-little and too-late.
4. Often fails to take corrective action.
5. Treats the symptoms and not the causes of a problem.

D. Communicative Ability

1. Is a poor speaker, writer, and listener.
2. Is unable to express ideas effectively or clearly.
3. Is an inefficient communicator, uses more verbage than is required to express an idea.
4. Is unpredictable in that one rarely knows what this supervisor is going to say.
5. Is loud, crude, and belligerent.
6. Is evasive and often changes the subject.
7. Fails to communicate on important matters, and withholds information from others.

E. Human Relations Ability

1. Does not understand human relations or possess human relations skill.
2. Often uses people for personal gains.
3. Lacks empathy for others.
4. Is discourteous and disrespectful toward others.
5. Is insincere, often tells others what they want to hear.
6. Displays a superior attitude toward others.
7. Is prejudiced. Shows favoritism toward certain people.
8. Is obnoxious and annoys others.
9. Often gossips.
10. Is rarely friendly.
11. Is suspicious of others.
12. Is afraid of face-to-face confrontations.
13. Is often vindictive.

F. Mental Ability

1. Is unable to apply personal intelligence.
2. Is often confused in thinking.
3. Is unable to see the whole picture.
4. Has little common sense.
5. Lacks imagination.
6. Is narrow and closed minded.
7. Is generally incompetent.

G. Maturity

1. Is extremely self-centered, often brags.
2. Is emotionally immature.
3. Displays inconsistent and unpredictable behavior.
4. Is unable to admit, or accept the blame for, mistakes.
5. Is insecure, lacks self-confidence, and is usually nervous.

6. Is impatient.
7. Displays a bad temper and attitude, is generally mad at the world.
8. Often rationalizes away failures.
9. Rarely apologizes when wrong.
10. Is arrogant and conceited.
11. Has a poor sense of humor.
12. Is a poor loser.
13. Is generally on the defensive.
14. Is unable to accept help or constructive criticism.
15. Is stubborn.
16. Is often overbearing.

H. Inner Drive

1. Is uninspired, unmotivated, and unambitious.
2. Is unconcerned about self-improvement or advancement.
3. Is "retired on active duty."
4. Quits work early for personal reasons.
5. Is apathetic.
6. Has a negative attitude.
7. Is unhappy with the supervisory position.
8. Is a work-aholic, has an excessive achievement motivation.
9. Is over enthusiastic to the point of causing resentment among others.
10. Has delusions of grandeur, personal success is most important.
11. Is a status seeker.

I. Integrity

1. Lacks integrity.
2. Is dishonest and deceitful.
3. Is unreliable and frequently late.
4. Lacks Morales.
5. Has bad personal habits.
6. Does not adhere to policies personally set forth by this supervisor.
7. Is slovenly in appearance.
8. Overuses profanity.
9. Can not be trusted.

IV. Job Performance of the Supervisor

A. Knowledge Associated with the Job

1. Has a lack of knowledge and experience about the personal job, and the job of the subordinates, and makes no effort to learn.
2. Has no understanding of the technical problems associated with the job and makes no effort to understand.
3. Due to a lack of knowledge, concentrates on details rather

than the overall mission of the organization.

4. Has no true understanding of the mission of the department or the organization.
5. Does not accurately perceive the personal role or responsibilities.
6. Ignores areas of unfamiliarity.

B. Performance of the Job

1. Not interested in or concerned with the efficient accomplishment of the mission or duties.
2. Fails to follow organizational procedures.
3. Makes no attempt to develop departmental procedures or to improve existing procedures.
4. Is unable to handle job, allows others to accomplish the supervisory tasks.
5. Is either absent from the office, or is spending time on personal matters.
6. Gets overinvolved in the details.
7. Fails to assign proper priorities.
8. Fails to meet deadlines.
9. Volunteers the department for more than it can handle.
10. Complains about personal duties.
11. Refuses to use funds to replace worn out equipment.
12. Uses overly restrictive office policies.
13. Does not establish coordination between departments, and openly antagonizes other departments.
14. Alters paperwork to make the department look better.
15. Improperly handles classified material.

VITA

Stephen R. Quick was born December 9, 1948 in Moline, Illinois. He remained in Moline until enlisting in the Air Force on September 15, 1969. In June of 1971, he entered the University of Missouri - Columbia to study electrical engineering under the Airman Education and Commissioning Program. While at the University of Missouri, he was inducted into the Tau Beta Pi Association. In May, 1973 he received a Bachelor of Science Degree in Electrical Engineering, Cum Laude. In June, 1973 he entered Officer Training School, and was commissioned a Second Lieutenant in the United States Air Force on September 4, 1973. Upon completion of technical training at Keesler AFB, Mississippi in April, 1974, he was assigned to Headquarters Pacific Communications Area, Hickam AFB, Hawaii as a Communications Electronics Engineer. During this assignment, he received the Air Force Commendation Medal. Upon completion of this assignment, he entered the School of Engineering, Air Force Institute of Technology, as a graduate student in the Systems Management program.

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ITEM 20 (CONT):

The fulfillment of this objective is directed toward providing current and potential supervisors with a reference aimed at providing the awareness and understanding of subordinate perceptions.

The input data to this research effort were gathered from an extensive survey of the current literature, and from an accumulation of personal experiences of approximately 535 military and civilian employees of the Air Force.

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